

# The Clearing House

*A journal for modern junior and senior high schools*

VOL. 20

MARCH 1946

No. 7

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*A journal for modern junior and senior high schools*

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# THE FRINGE ON THE BOTTOM

*Success with 3  
"failing" groups*

*By*

REBECCA HELLERSTEIN

IN RAWLINGS Junior High School, Cleveland, Ohio, an experiment is being conducted in salvaging human resources. The experiment centers around three groups of pupils: those who came into the school from educational systems different from that of Cleveland; those who automatically were transferred to the junior high school because they had reached the age of fourteen, but whose backgrounds were insufficient to cope with regular junior-high-school subject matter; and those who because of a variety of reasons have failed repeatedly in the junior high school itself.

It was found that these three groups had a common problem. Basically, the pupils were "strangers" in the junior high school. The first group were strangers because they were unfamiliar not only with the school and the method of education, but because many of them came from farms and small towns where educational opportunities

were limited. They had several difficult adjustments to make: to a large city; to a home in which both parents often were working; to other pupils whose whole attitude toward education and social life was different from their own.

The second group felt strange and often indicated decided maladjustments because the school was larger, the routine more demanding than the elementary school, and their educational background lacking in basic knowledge, which meant that regular classwork was beyond their grasp.

The third group had become accustomed to the environment of failure, had lost pace with pupils with whom they had originally started, and although they were in the school they were merely existing on the fringes of school life, as much strangers to what school could mean to them as the other two groups.

At first these pupils had been put into regular classes, a genuine effort being made to place them in grades apparently gauged to their abilities. However, the result was inevitable failure of classwork, repeated cutting of classes, poor attendance, and in many instances, belligerent behavior, lack of cooperation with teachers and other pupils, and an expressed attitude of "What's the use, I'm going to fail anyway!" These pupils also invariably influenced others and regular classwork suffered.

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EDITOR'S NOTE: *Before Rawlings Junior High School, Cleveland, Ohio, developed the program explained in this article, there were three types of pupils who ran afoul of the school's curriculum and became candidates for failure. Miss Hellerstein, who teaches in the school, reports on the extent of its success in "salvaging human resources".*

In September of 1944 the Adjustment Group, as it has come to be called, was instigated. The beginning group comprised only those pupils who were new to the Cleveland schools, the feeling being that with a short induction period, where a careful study could be made of each individual, the placement problem could be solved—the educational maladjustments understood and passed on to the regular classroom teacher for more intensive work, and the pupil, himself, could bridge the gap between his former school environment and that in which he now found himself.

These pupils were assigned to one home-room with a teacher who knew them as individuals, and where each of them knew that every other pupil had some kind of educational handicap. The classwork was conducted by the chairman of each department in the school, where, again, it was recognized that subject matter could not be taught as a class, but only on an individual basis, adapted to the needs of each pupil. The idea was, at first, that the Adjustment Group was merely temporary, that pupils as soon as they overcame their difficulties would be placed in regular classes. It was believed that at the end of one month, such placement could very easily be accomplished.

Achievement tests were administered by the assistant principal; a continuous program of individual tests was scheduled with the psychologist; and after a four-week period, the chairmen met to discuss results. Each pupil's progress was considered in various ways: orientation to the school; adjustment to classroom work; work habits; acquisition of subject-matter knowledge—all with relation to the ratings indicated by the psychological tests.

The findings were disheartening. On the positive side of the picture, the chairmen found that the pupils had exhibited a surprising social maturity, an intense desire and willingness to learn, an approach to subject matter that seemed in many ways

to belie the psychological test results. But, on the other side, because of the lack of educational opportunities in their former environment, or poor educational backgrounds, or the prevailing attitude of failure in which they had existed formerly, not only was the junior-high-school subject matter still beyond their depth—some of them could not even read or write! In all cases, emotionally they were not ready to enter the regular classes.

While the chairmen accepted the idea, then, that the Adjustment Group must continue for a much longer period than had at first been considered, they were acutely aware of their own handicaps. The very tools which they used in teaching the regular classes were far from satisfactory with this group, even on an individual basis.

Textbooks ordinarily used on the junior-high-school level were beyond the grasp of most of the pupils. Books which were written on the second-, third-, and fourth-grade levels, and thus commensurate with the ability of the pupils of this group, were also written with seven-, eight-, and nine-year-old children in mind. The social maturity of our group made such books too infantile for them. Tom, Dick, and Mary, who were beginning to realize physical adulthood, were not interested in struggling with one-syllable words to get meanings, only to find that "Dickie, the Robin, had caught a worm in the garden."

It was literally, then, a case of the "blind leading the blind" at this point. The teachers were handicapped by lack of tools. The pupils were handicapped by illiteracy, and what was more, by their very social and physical maturity.

So, slowly, tools were fashioned—tools which were sometimes clumsy and often inadequate, but continually changed to meet the changing needs of the individual pupil. Fernald's kinesthetic method<sup>1</sup> of teaching reading and writing was studied

<sup>1</sup> *Remedial Techniques in Basic School Subjects*, by Grace Fernald. McGraw-Hill Book Co., 1943.



and put into practice where the need seemed indicated. The techniques which had been developed for teaching foreign-born illiterates were adapted to aid some of the pupils. Visual aids, such as movies and slides, were made part of the classroom work whenever material could be found to coincide with subject-matter projects. Graded work sheets<sup>2</sup> in the fundamental operations in mathematics were used by the mathematics chairman, each pupil working at his own level of accomplishment.

Oral talks by the pupils were encouraged—talks on subjects of interest to them, or on current social and political problems, where they might develop their vocabularies and still progress in subject matter. Current newspapers and pictures, *True Comics* and the *Classic Comics* were utilized. Pupils, themselves, accumulated materials from magazines along specific assignments and made notebooks, writing words or sentences as they progressed, to encourage their feeling of successful accomplishment. They listened to selected radio broadcasts, and participated in making a recording of their own, since their oral work was the springboard from which all other work actually stemmed.

In the main, no two pupils worked at the same rate of speed nor on the same grade level. The unevenness of their progress was marked. An individual pupil might be only at the second-grade level in mathematics, at the sixth-grade level in English.

Particularly difficult for the teachers was the constant adjustment which had to be made to the fluctuation of the group personnel. In September, twenty-seven pupils were on the class rolls of the Adjustment Group. In February there were thirty-three. However, altogether, sixty-three pupils were part of the group, with an average of thirty pupils a day throughout the semester. Some pupils spent as short a period as twelve days with the group; others as long a period as three months; while twenty-nine remained

the entire semester. It is obvious that the teaching techniques employed in regular junior-high-school classes were entirely out of the question. The individual and his problem were the prime consideration.

In view of the change which took place in the next semester, the source entry of the original group reveals significant findings. Of the sixty-two pupils, 71 per cent, or forty-four pupils (twenty-four boys; twenty girls) were immigrants, coming from seven states: Kentucky, Tennessee, Arkansas, Alabama, Oklahoma, Mississippi, and Georgia. Eight per cent, or five pupils (three boys, two girls) had come from schools in Ohio. However, 20 per cent, or twelve pupils (nine boys, three girls) were products of the Cleveland school system but had originally entered the schools from other states and had become part of the failure group.

Throughout the semester, eleven pupils were encouraged to obtain full-time employment after exploration with them had indicated that they would benefit most from such placement. The four pupils who returned to their home states had the experience of being part of the school life in Cleveland, and left with a favorable impression of education, since they did not "fail". The two pupils who were excluded from school at the advice of the psychological department were able to make a better adjustment with the guidance given them than if they had been permitted to struggle along with the regular classes, with the outcome failure.

The eight pupils who were transferred to elementary schools also experienced the understanding and guidance of teachers who were concerned with their progress, and as a result, willingly accepted a set-back. The twenty-three reclassified into the junior high school's regular classes represented the major success of the Adjustment Group. They had been nurtured within the protective framework of the Group, and are, as a result, much better able, educa-

<sup>2</sup> The Strathmore Plan, Strathmore, Pa.

tionally speaking, to cope with oncoming problems than they would had they been permitted to "sink or swim" when they first came to school.

As the semester drew to a close, the chairmen faced the problem of what to do with the fifteen pupils who still remained. (One boy re-entered after returning to his home state.) The consensus was that their progress was steady, and in a way remarkable, considering the levels at which they had started. However, some of them were now doing only second-grade work, while others had progressed to the fifth-grade level. After discussion we felt that it might be advisable to divide the group into two sections. Such divisions would make it possible to promote pupils within the Adjustment Group framework, and at the same time separate the extremely low grade levels, thus easing the burden of the teachers.

The pupils, themselves, had in a measure been responsible for this decision. They were eager for advancement. They felt they needed to have some outward sign that they, too, had "passed". Many of them had worked hard to win approval. It was felt that giving them such encouragement, even though still within the Adjustment Group, would continue for them the atmosphere of successful achievement.

The final decision was that a so-called "Adjustment I Group" would continue as an induction center for new pupils who were not able to cope with junior-high-school work, and for those remaining in the group who had not progressed beyond the fourth-grade level. The "Adjustment II Group" came into being for those above the fourth-grade level of ability still remaining as part of the original group, and could include pupils in the regular classes of the school who had not been able to handle the work. With a nucleus of two boys and two girls, and such "failures" as were gleaned from the regular classes, the Adjustment II Group went into operation in February 1945.

These "failures" have always been of great concern to every school administrator. They are indeed "strangers" to the school, often retarded as much as two and three years in subject matter, yet having to struggle along with pupils far beyond them in grasp of material. Because there usually is no other place for them in the school, they continue their failures semester after semester until they reach the age of sixteen, when they are encouraged to leave school for other fields.

The Adjustment II Group seemed to us to offer an attempted solution to the problem. After a careful analysis was made of grades, achievement tests, adjustment to classes, pupil-to-pupil and pupil-to-teacher relationships, twenty-eight pupils were added to the group of four at the recommendation of the principal's office. In every case, the pupils so added had failed in one to four classes, and ranged from the 7B to the 9B grade.

That the Adjustment II Group has been of real value in salvaging these so-called "failures", the recommendations made at the end of the semester offer satisfactory proof. Of the twenty-six who completed the term, eleven pupils were placed in special<sup>1</sup> classes, eleven in regular classes, and of the seven remaining, two are immigrants.

The experiment has given the school certain definite data to use in coping with the problem. Pupils need not be accepted failures. Relieved from the pressure of work beyond their grasp, starting from their own level of achievement, they have shown they can progress and succeed. Teachers can develop techniques and tools of their own when the problems of the pupils are isolated and understood. Altogether the school has benefitted from the Adjustment Groups.

There have been fewer serious discipline problems. The pupil-centered approach has resulted in a continual guidance program

<sup>1</sup> In Cleveland, each grade is separated into divisions based on classification tests. Pupils whose learning rates are considerably below the range of the average groups are placed in "special" classes.

not possible heretofore when these pupils were scattered throughout the school. Many of the pupils, with the possibility of success before them, no longer struggling with odds too great for them to overcome, have revealed educational achievements far beyond what psychological test score ratings or past school records seemed to indicate as a prognosis.

The total pupil personnel of the Adjustment Groups was one hundred and twenty individuals in a complete school year. This number of pupils cannot be ignored, particularly keeping in mind that these are not

figures on a sheet of paper, but represent values, the social implications of which are startling. At Rawlings it is possible to list these values on the credit side of the ledger. One hundred and twenty human beings cannot be left to flounder, and finally be tossed into the wide lap of society in the hope that they will somehow find a place for themselves. Better, indeed, to direct them within the school environment, so that the place they find will be a desirable one, and profitable, not only to themselves, but to society.

Our plan is still in operation.



## Changes Needed in High-School Science Education

An entirely new approach to the problems of science in the high schools is needed. The activities and content of the curriculum should be based upon the interests and needs of the pupils, and not determined by the college-entrance requirements or limited to the outlines of the textbooks in use. The offering should be habit forming rather than informational. Such habits as accuracy, independence, critical judgment, tolerance, and unbiased evaluation of facts should be stressed. The pupils' originality and inventiveness should be encouraged. Every principle should be developed through real applications to situations which affect the lives of the pupils.

The most serious indictment of the public schools is not for what has or has not been taught, but for the manner in which the teaching is done.

The teaching of science should involve a greater use of all types of visual materials. Living things should be studied in the field and in their natural habitats. Practical applications of scientific principles should be studied first-hand in the communities. There is an abundance of science-teaching materials lying idle in every community which should be brought in and used. Space should be provided for living plants and animals which should be kept in the school for study and observation.

Science principles should be taught throughout, never letting up. They should be stressed in terms of the whole pupil, his physical fitness, job skills, habits, interests, and opportunities. Constructive community programs for health, safety, conservation, recreation, and community improvement should grow out of the science curriculum and return to it to give the pupils practical experience in daily scientific living, instead of studying about these things in isolation.

The science teachers are too narrowly trained for the variety of subjects which they are called upon to teach. They should not be specialists, narrowly trained in some one field. They need a thorough training in introductory courses of all the allied sciences. The subject matter of these courses should more closely parallel the materials of the high-school sciences.

There is a lot that our schools can do to improve the science offering. A permanent plan for maintaining the health of the pupils and of the community should be developed through a cooperative program in which the school and the community jointly participate.

The problems of mental health, social hygiene, and family relationships should be faced realistically in the schools.—HUBERT J. DAVIS in *Virginia Journal of Education*.



# Were We a Nation of *Time to reconsider our health program* WEAKLINGS?

By LESLIE W. IRWIN

**E**NEMY PROPAGANDA designed to gain certain psychological advantages was primarily responsible for the widespread dissemination of reports that we were a nation of weaklings during the recent war period.

When these reports began to gain the attention of the public, the results of the medical examinations of draftees were beginning to become known and publicized. The fact that many draftees were found unfit for military service seemed to fortify and confirm the criticism that we were physically weak and lacking in the physical, moral, and emotional qualities necessary to withstand the rigors of a wartime situation.

It is now clearly evident that the broad criticism of our people as weaklings was unjust and wholly unfounded when applied to the nation as a whole. Although our enemies are now thoroughly convinced that

we were not weak in the qualities necessary for war, nevertheless it is true that a substantial per cent of our youth lacked the proper and most desirable physical and mental health. Therefore, those cognizant of the situation realize that the results of health examinations of youth, supposedly in the most healthful period of life, indicate that there are far too many weaklings at all age levels throughout our population.

It should be kept in mind that statistics showing the adverse health and physical condition of youth do not reflect discredit on the boys. A high majority of those found unfit were "weaklings" through no fault of their own. They were the victims in a life situation over which they had no control. This is clearly indicated through a study<sup>1</sup> in which the Selective Service medical records of youth were compared with their school health records obtained by examinations of the same individuals during childhood. The situation was one in which the health of the school children was observed over a period of years and careful recordings of the findings were kept.

A comparison of records shows that many of the defects and health conditions for which draftees were rejected had been discovered years before while the boys were pupils in elementary and high school, and that in the years intervening between the time of the school health examinations and the Selective Service examinations many of the defects were not corrected and remained unimproved. Approximately 70 per cent of those found poor in nutritional status in

<sup>1</sup>A study conducted by the United States Public Health Service in Hagerstown, Maryland.

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**EDITOR'S NOTE:** *Dr. Irwin feels that "a great many school systems are making mistakes" in planning the postwar revision of their health and physical-education programs. He draws upon selective-service records to indicate what was wrong with our prewar thinking, and suggests important considerations for our future planning. Dr. Irwin was formerly head of the health and physical-education department of the Laboratory Schools of the University of Chicago, and is now associate professor of health and physical education in the School of Education of Boston University, Boston, Mass.*



the school health examinations were rejected for service 15 years later.

The failure, then, is clearly not with the victims. Rather, it may be attributed to school administrators, teachers, parents, the medical and dental professions and allied groups, and to society in general.

Because of the importance of correcting physical defects early in the life of the youngster in order to assure unhindered growth and development, the schools must become more and more concerned with the problem of child health. What we have been doing in the schools apparently is not wholly satisfactory when consideration is given to the health status of youth recently out of school and in the prime of life.

Of the 22,000,000 men of military age, between 8 and 9 million, or approximately 40 per cent, were found unfit for military duty. Of the number found unfit, 4,500,000 remained unfit by the lowest physical and mental standards after induction of those acceptable for rehabilitation in the Army and Navy, and after reclassification of all who by self-rehabilitation or through other circumstances became eligible for military duty. Of the 4,500,000 at least 700,000 had remediable defects which were not remedied. In addition to the 4,500,000 who remained unfit for military duty, 1,500,000 were discharged from service because of defects other than those sustained in battle.<sup>2</sup>

The health condition of youth in the prime of life as revealed by Selective Service examinations is by no means the only problem of health we are faced with today. The results of a national survey<sup>3</sup> show that more than 23,000,000 people in this country have chronic diseases or physical impairments. A large measure of health difficulties among

these people in the advanced age groups can be traced to a lack of care, supervision, and health education when they were of school age.

The schools were criticized at various times during the war because of their failure in the past to provide desirable health and physical conditioning programs. It was reasoned that the comparatively high percentage of those found unfit was a direct result of undesirable school programs in health education and physical education. Consideration of this criticism on a national basis shows that undesirable school programs could not have been responsible.

A high majority of the youth examined for military service either did not participate in school programs of health and physical education, or the programs the comparatively few did participate in were unacceptable from the point of view of established standards set for time, facilities, equipment, and leadership personnel. The majority of the schools in America are small schools. Large numbers of these small schools have been unable to maintain either health education or physical-education programs of any type.

If there was a failure, then, on the part of the schools, it could not have been due, to any marked extent, to undesirable existing programs. Rather, it can be attributed more to a complete lack of health education and physical-education programs designed to reach *all* of the students in the schools. Interscholastic athletics are the most widespread phase of the physical-education program. They are conducted in most secondary schools throughout the country. Interscholastic athletics, however, are not a satisfactory substitute for desirable programs in health and physical education. Furthermore, those participating in athletics comprise only a negligible percentage of the total number of students to be cared for.

There is a greater consciousness of the need for improved health and physical fit-

<sup>2</sup> Interim Report from the Subcommittee on War-time Health and Education to the Committee on Education and Labor, United States Senate, Claude Pepper (Florida), Chairman, and Committee: *War-time Health and Education* (Subcommittee Report No. 3), U. S. Government Printing Office, Washington, D.C., 1945.

<sup>3</sup> U. S. Public Health Service, *National Health Survey; Collected Papers*, U. S. Government Printing Office, Washington, D.C., 1935-36.

ness as a result of our experiences during the war. Considerable progress has been made during the past few years. The fact remains, though, that a majority of the school children of America are not now provided with programs in either health education or physical education which will assure their unhindered and optimum physical growth and development.

There is an ever-growing feeling on the part of certain groups outside the schools who are interested in the health, growth, and development of the child that the schools have neither the resources, desire, nor the ability to establish and maintain the most desirable programs—particularly in health education.

A part of this judgment is based on the fact that educators have talked for many years about the primary importance of the health of the school child, yet material progress, as shown by the health status of school children, draftees, and the population as a whole, is comparatively negligible. Although there are frequent suggestions that state and community health groups should assume the responsibility for the organization and administration of the health program for children, particularly in the area of health service involving such phases as medical and dental examinations, the correction of defects, and the ultimate control of communicable diseases, experience over a period of many years indicates that the total and ultimate welfare of the school child may be enhanced by retaining full control in the hands of teachers and school administrators.

It may finally be necessary for official state and community health organizations to assume some responsibility for a part of what is now considered the school health program. If this becomes necessary, it will likely be developed on a cooperative basis between the schools and the official community health groups. School administrators and teachers should begin at once, however, to provide a type of leadership which

will tend to assure the retention of the ultimate control of the school health program in the hands of school people who are on the whole better trained and prepared to deal with all phases of child life. Although official community health specialists can be of inestimable value in the health service program, they are not usually trained in school methods and procedures.

If the schools lag in providing leadership to develop and to provide more desirable health-education programs for the future, state and community health groups and specialists may take the initiative and attempt to provide leadership even though they lack training in school methods and procedures. A development of this type could create an extremely difficult cooperative situation in many communities throughout the country.

There is urgent need in many schools for study and reconsideration of the healthful living conditions in the school environment. Buildings and facilities—lighting, heating, ventilation, rest room, toilet facilities, lavatories, water supply, fire safety, school lunchrooms, and nutrition—are some of the factors involved in school health which need constant supervision and study. Other important phases of healthful school living are the proper organization of the school day and the teacher-pupil relationships.

The total health instruction program needs to be reconsidered and improved in most schools. As a matter of fact an *organized* health instruction program needs to have its initial beginning in a majority of schools in America. In far too many schools health instruction is haphazard and left too much to incidental and chance teaching, which in many cases has been highly questionable because of its adverse effect on the child.

Both elementary- and secondary-school academic teachers need to have some training in school health education if they are to be certain of contributing to and not

hindering the proper health, growth, and development of the school child.

An acceptable program of physical education and recreation can contribute materially to the health and physical welfare of the growing child. There is especial need at this time for a reconsideration of war-time physical-fitness programs. The physical-fitness programs promoted during the war were meant to include all phases of health and physical education which would contribute to the proper growth, development, and physical conditioning of youth. Yet, the physical conditioning phases consisting predominantly of conditioning exercises and formal activities were emphasized to the point where other parts of the total program were lost from sight. The physical-fitness conditioning activities were satisfactory for boys in the upper high-school grades and for post-school youth, as it was necessary to get them in condition for military service in a short period of time under more or less adverse conditions.

In the future a clear distinction should be made between physical conditioning and physical growth and development. The difference between programs designed to develop physical conditioning on the one hand and physical growth and development on the other is the difference between success or failure in school programs of physical education.

Elementary- and secondary-school students are in the process of growth. Physical-conditioning activities so evident during the war should not be a part of their program. Less formal yet rugged activities which will reach not only the physical objective, but the social, emotional, and recreational objectives as well, should constitute the program of the growing child. If desirable rugged activities selected for their contribution to growth and development are provided for children, physical conditioning will be a concomitant of the program.

If we are to develop children to their greatest possible capacity in health in the future, there must be ample time devoted to programs of health and physical education. The amount of time most commonly devoted to physical education is two periods a week, and then the classes are often far too large and handicapped by limited space, facilities, and equipment. It is impossible to give children the proper program when both time and facilities are limited.

A frequent reason why more time is not given to physical education is because of the pressure of so many other activities. When this is true, it becomes a situation in which the growth, development, and health of the school child may be hindered and retarded because of the pressure of an over-full total school curriculum.



### *Conservation Muddle*

If you, dear pedagogue, are somewhat bewildered and baffled by the whole complex of educating your pupils in the fundamentals of conservation, you have plenty of company. Even those of us who have given the major portion of our attention to this matter for years are more or less in the same boat. The impasse is due partly to a lack of research. Facts are few, and opinion is rampant. We have the peculiar situation of individuals and groups attempting to formulate philosophy on a slippery base of clairvoyance, instead of on proven facts. . . .

As Dean Arthur J. Klein of Ohio State Univer-

sity's College of Education recently stated, "There is a broad and deep body of conservation information, but it has not been put into shape for classroom use. There are plenty of educators able to do this, and plenty of schools which will test the results. Getting the job done is largely a matter of administration." . . .

Nowhere has a comparative study been made of the methods and materials necessary for the successful teaching of conservation. Nowhere, in fact, has a satisfactory set of materials for classroom use in all grades been developed.—VERNON CARTER in *Ohio Schools*.



# Should we discard our WARTIME COURSES?

By GEORGE F. McCAHEY

THERE IS A growing tendency among educators to drop from the school program all war inspired courses and go back to the good old time tried offerings. Notice they are talking of "going back". If that is true, education would be going back while the rest of the world is going ahead. Is that sound educational progress? The link to the past is too strong as it is. Let me cite my own experience.

Under wartime pressure we instituted two pre-induction courses: Aeronautics and Seamanship. In both courses the most promising students were given practical experience. Our C.A.P. provided the airplanes and a teacher donated the use of a cabin cruiser for the nautically inclined students.

Both boys and girls enrolled in these courses. Incidentally, the girls made the better students.

These courses were usually successful, judging from the later military achievements of these young people. We have the enviable record of only two flight "wash-

outs"; in both cases, the trouble was a habitually touchy stomach.

Our courses were open to all pupils. We said, "If your country can use you, we can help you." At first we demanded "artificial" prerequisites, such as pre-math and physics, and courses were open only to 12A students. These requirements were gradually eliminated, until now only the desire to learn is needed.

Pupils finishing these courses were surprised at the amount of biology, geography, physics, math, chemistry, and electricity they also learned. These companion sciences had been introduced a little at a time and only when needed. A rather painless system, don't you think? We do not maintain that a course in aeronautics eliminates the need for offering the formal sciences, but we do believe that these sciences are necessary only for students with college-entrance requirements in mind. They do provide a wonderful foundation for the advanced sciences yet to come, but four-fifths of the school population could learn enough of these subjects while taking aeronautics. We fail to see why a study of chemistry, physics, algebra, and such should be required of automobile drivers or airplane pilots.

Our Seamanship course followed U.S. Coast Guard procedure, and had an advanced section modeled after the U.S.N. course for preparation of quartermasters. Nearly a dozen boys from our school were rated as quartermasters within less than 18 months after entering the service. We limited this course to 35 pupils each term—the room seated 30.

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EDITOR'S NOTE: "We have a discouraging trend in the high schools that may not be local," writes Mr. McCahey. "It seems that all our wartime courses are being discarded. Many of them represented definite improvements in our curriculums. Why not re-convert them instead of tossing them out?" Mr. McCahey, who teaches science in Hope High School, Providence, R.I., tells why his school is continuing to offer aeronautics and seamanship courses, revised for peacetime needs.



Despite the fact that these courses were electives, and in many cases very difficult for a student to "schedule", the enrolment was always high.

We felt that these courses contributed greatly to a well rounded education, and so they were offered at the beginning of this postwar term. We were gratified to find them over-enrolled. Now, of course, we have discarded the military emphasis and are concentrating on the civilian aspects.

Teaching aids are plentiful and student interest high. About 10 per cent of our pupils are receiving flight instruction privately, and about 80 per cent desire to. It is now easy to obtain a license, due to the let-down in requirements. However, though navigation is not required, the students find that a lack of this knowledge seriously limits the use of a plane. They have discovered that it isn't only the speed of the plane that enables them to go quickly from place to place—it is also the ability to lessen the distance by flying a straight line. To do this, you must know navigation. You must be able to figure problems while in flight. And so every pupil is taught to be proficient with several types of flight calculation.

The wonderful navigational aids—Radar, Loran, and various position indicators—are not for the young private flyer; they probably never will be because of the unneeded weight they add, their expense to maintain, and the technical skill necessary both for operation and interpretation. But a simple cross-country flight may be quite dangerous without the knowledge of navigation. For safety, planes must fly fast and high. Too high to read road markers. We feel this course is here to stay!

A body of water provides many wonderful opportunities for wholesome group recreation. Swimming, boating, fishing, and camping in the summer; skating, sailing and fishing during the winter.

Out on the water, a person really gets away from noisy, crowded, confused land lubbers. There is an opportunity to take things easy, to notice the surroundings, and to think clearly. Many of life's problems are easily unravelled when one is afloat.

Such recreation is very valuable because all members of the family can participate, limited only by their capabilities and desires. No other type of recreation can so keep a family unit together and happy. The younger members will swim, row, and run about. The middle-age group will probably enjoy bathing, sailing, and attending to the lunches. The older people will probably just rest, read the papers, and sun-bathe. At the end of the day, they all return home happy, healthy, and tired.

These benefits alone would justify the seamanship courses, but we particularly like to help the boy who intends to join the Navy, the Merchant Marine, or the Coast Guard.

These wartime courses have made themselves felt in the educational program of our school. We now have two courses in Aeronautics, one in Seamanship, and a Cruising Club—with its own boats—composed entirely of girls. They study during the winter and sail in the spring, summer, and fall.

In the interest of modern education, let's review the advantages offered by the so-called war courses, and see if it wouldn't be more profitable to reconvert than to discard.



### Fallacy

Diagramming of sentences I rather enjoy personally, and most other word-minded, English-teachery people do. It appeals most to those youngsters who already have a good sense of sentence structure; I doubt if it is of much value to those who need help most.—  
IRVIN C. POLEY in *The English Journal*.

# 9th grade pupils dig into practical POLITICS

By  
MARGARET M. STUCKEY

WITH EVERY RIGHT or privilege there is a corresponding obligation. American citizens enjoy the right of franchise. There is a corresponding obligation to vote intelligently. These are the opinions of a group of 9A students in Thomas Jefferson Junior High School in Passaic, New Jersey.

These young people felt the importance of intelligent voting so keenly that they decided to have a pre-election day program to bring their message to the other ninth-grade students and teachers and a group of forty guests from another junior high school. The pupils who planned and gave the program were twenty-seven non-college-preparatory students. Three have I.Q.'s over 110; four have I.Q.'s between 100 and 110; sixteen have I.Q.'s in the 90's, and four have I.Q.'s in the 80's.

There are thirty in the two 9A social-studies classes, and twenty-seven of these have English with the same teacher. Of the three not taking English with the same teacher, one had a part in the program and the other two were talliers in the mock election which followed.

Since the majority of the pupils had both social studies and English with the same teacher, subject-matter lines disappeared. A

common problem was to be solved, so any pertinent material would be used without being labeled "social studies" or "English".

How does one become an intelligent voter? The students decided that it would be necessary to learn what offices were to be filled at election, who were the candidates seeking office, and what was the personal, educational and political background of each.

Then they wrote letters to each of the sixteen candidates asking for the information they thought important. They asked present incumbents for their political background, record of service, extent of education, and opinions of their opponents. Those seeking election were asked, in addition to the foregoing questions, what measures beneficial to the people they would seek to effect if elected.

The offices to be filled were state senator, four members of the general assembly, a county sheriff, and two freeholders. A study of the duties of each officer was made.

The name least familiar to the group was that of "freeholder". "We never heard of them. Are they important? Do grown-ups know about them?" they asked. This led to a survey among adult friends, relatives, and passers-by on the street. Each child asked three questions: Who are the freeholders? What work do they do? How much are they paid? The students were amazed to find out how few voters could answer the questions. Several students were sufficiently keen to follow up with the inquiry, "Then how do you know for whom to vote?" The answer usually was "I vote a straight ticket."

Is voting a straight ticket the intelligent

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EDITOR'S NOTE: Miss Stuckey's methods of teaching civics and government do not involve keeping the pupils' noses buried in their textbooks. They follow local politics actively, and sometimes reach conclusions that may not be found in their texts. Miss Stuckey teaches in Jefferson Junior High School, Passaic, N.J.

way to vote? The pupils didn't think so. One boy said, "It isn't possible that one party has all the good men."

About this time replies to the letters to candidates began to come in. Thirteen of the sixteen replied. The three who did not reply were all members of the same party. In discussing that fact the students brought out the point that a failure to answer letters was poor political technique. It might mean the party was over-confident and didn't feel the need of courting good will, or perhaps these candidates lacked any hope of election and would not inconvenience themselves to the extent of writing a letter.

One letter had been misdirected and was returned with a very nice note from the recipient. We checked again in the phone book, found what we thought was the right name, and phoned to make sure. The candidate himself answered in very broken English. Why would such a man be selected? The boys and girls wanted to know. The answer, we decided, was that he was being used as bait by his party in an attempt to get votes from his nationality group.

The letters received were very revealing. Almost every candidate said that he knew nothing about his opponent except that he was "an estimable gentleman". The pupils knew from reading the papers that they did not always speak in that vein about their opponents at party meetings.

The candidates who already held office spoke of their past achievements in behalf of the people and claimed that a vote for them was a vote for continued good government coupled with economy. Their strong party organization was credited with having made possible the excellent services rendered to all the people.

The party which sought to oust the present incumbents blamed them for extravagance, dual office holding, and partisan politics, and pointed out that they themselves owed no allegiance to any political boss or group. Hence they could and would

serve all of the people more faithfully.

It was easy to obtain literature, posters and pictures of the strongly organized incumbent party, but the opposition excused its lack of comparable material on the grounds of party poverty. We could not present a partisan program, so a group of pupils made a poster showing the names of the candidates of the latter party. These materials were displayed on the stage the day we presented our program.

We were now ready to decide upon the form and content of our program. The class chose a chairman and a secretary to receive and note suggestions for actual numbers to be presented under the general theme of "The Importance of Intelligent Voting". Many suggestions were made and then organized under certain topics. Next individuals or groups accepted the responsibility of developing each topic and presenting their ideas to the class.

Several days of workshop procedure followed. When each group was ready the class became an audience and evaluating committee. Now an announcer's part had to be written to achieve continuity among the several parts. At last we were ready to hear the finished product and polish it for presentation. The final results follow:

1. A short sketch written by one of the girls, in which the Voice of Conscience interviewed four prospective voters. Six children—an announcer, the Voice, and four voters—took part.

The first one interviewed didn't know whether he would have time to vote, but if he did he planned to vote for a friend with whom he played a weekly poker game. The second, a woman, would vote according to her brother's instructions. The third always followed party lines no matter who the candidates were. The Voice, almost discouraged, at last encountered an intelligent voter who had read about the candidates and knew the duties of the offices to be filled. "That is the kind of voter we hope

you will grow up to be," concluded the announcer.

2. Next came the report of our survey concerning the average voter's knowledge of the freeholders, followed by a statement of their duties and salary. Then came a dramatization of a freeholder's meeting. Newspaper accounts of recent meetings served as source materials for this play, which was written by one of the girls and acted by eleven boys and one girl.

3. A very short sketch introduced the work of the county sheriff and his staff of seventy employees—court attendants, jail keepers, and identification bureau and office staff. Six persons participated in this part of the program.

4. A very general statement of the work of the state senate and the assembly included the naming of candidates from each party. This was followed by the reading of a sample of the letters written to incumbent assemblymen and a reply received from one of them. A letter to a candidate of the other party seeking election was read and also one of the replies received.

5. The use of the democratic processes in the nomination and election of our own class president was explained. The pupils were congratulated on their choice and the class president was introduced. Not a member of our general-course group, she congratulated us upon our program and welcomed our guests on behalf of the whole school in a short speech which emphasized that the future of America would be in the hands of present-day school children.

The program concluded with the announcer urging all the pupils to grow up to be intelligent voters.

Does such a program teach anything? Does it result in changed attitudes as expressed in changed behavior? As a teacher I wanted to test those points.

The program was given on Friday, November 2. On Monday, November 5, all four of my social-studies classes voted on sample ballots. Of the thirty children in my two 9A classes, those who had given the program, not one voted a straight party ticket. In the 9B classes, who had seen the program but had not had the intensive study of candidates and offices, one out of three clung to party lines, the other two voting in the manner which the 9A's had labeled "intelligent."

To me these results seem encouraging. The difficulty, of course, is that five to seven years will elapse before these children are, in truth, voters. Many influences will be brought to bear upon them in the meantime. Perhaps here would be one argument in favor of lowering the voting age. In contrast, it might be argued that younger voters would be more susceptible to party pressure.

That political parties abhor ballots which cross party lines was discovered by one of the pupils who visited the polls on election day and was present when the counting of votes began. She reported to the class that the ballots were divided into three piles, "Republican", "Democratic" and "split". Each time a split ballot turned up the talliers were very annoyed. Was it because tallying these kept them at work later? The class didn't think so. Their conclusion was that the real purpose of political parties is not good government but getting their candidates elected to office.

At no time during the study was an attempt made to present a pretty picture of the nobility and selflessness of political candidates. We sought the truth in an attempt to figure out ways of dealing with existing facts. The final conclusion was the same as our premise. There is a grave need for more intelligent use of the franchise by voters.



# LEARNING to LISTEN

## *An English and social studies plan*

By HARLEN M. ADAMS

WILL ROGERS used to say, "All I know is what I read in the papers." Recently it has been said that one can get a liberal education just by listening to the radio. What printing did for reading, radio has done for listening. It has made information (and misinformation) available to everybody.

English and social-studies teachers have labored to improve their pupils' ability to read. Certainly the research findings on the amount of time that young people and adults spend with the radio turned on indicate an obligation of these two groups of teachers, particularly, to teach pupils how to listen. This article offers some suggestions on the problems involved.

Listening is more than hearing, just as reading is more than seeing. Listening and reading are the receiving end of language. Communication is a two-way affair. Radio requires transmitters and receivers. No radio station would stay long on the air if receiving sets did not tune in. No radio receiver would be of value if sending stations were not transmitting. In communication by language there is likewise sending and receiving. Writing and speaking are the transmitters; listening and reading are the receivers.

In order to improve the reception, train-



EDITOR'S NOTE: Mr. Adams says that listening is more than hearing. He suggests four characteristics of good listening that need to be taught to pupils. The author is a member of the faculty of the Department of Speech and Drama of Stanford University, Stanford University, Cal.

ing is necessary. The writer and speaker must learn to be effective in communication. The reader and listener must learn to be discriminating. Because we listen to learn, we must learn to listen.

The importance of learning to listen is emphasized by two facts. First, research shows that children listen from two to four hours a day to the radio, and that adults during almost 18 per cent of their waking hours devote some degree of attention to this mechanism. The social significance of such an institution cannot be overlooked, and intelligent listeners must be trained to use it wisely. Second, through listening we receive a major portion of our information, opinions, attitudes, entertainment. In addition, of course, most social intercourse is carried on by speaking and listening.

Learning to be discriminating listeners is important, therefore, in order that we make the most effective use of our time and that we may select accurate information, dependable opinions—in other words, that we do more than merely hear.

Four distinct characteristics of good listening may be identified. First, it is purposeful; second, it is attentive; third, it is critical; and fourth, it is responsive. If we are going to learn to listen we must understand the nature of these four characteristics and what they require of us as listeners.

*Have a Purpose:* "Why listen?" This question introduces the first characteristic of good listening: it is purposeful. We listen for different reasons and, therefore, in different ways with different results. There are at least five reasons for listening. We sometimes listen for facts as a source of information. Of course we have to remember

that factual data are different from generalizations based upon such facts or from opinions concerning them. Facts are information. We gain information about current events, for example, from the radio news reporter. Listening to lectures, we can gain information of a scientific or historical nature. In schools and colleges we gain information by listening to the presentation of facts by those who have discovered such facts.

We sometimes listen for ideas as a stimulus to our thinking. In so doing we recognize that the material we are hearing is the expression of opinion and that among opinions there are many differences. In listening to the radio for this purpose we turn to commentators, and among them we find differences in point of view. In daily life we participate in discussions, and if we are good listeners we recognize that while there should not be differences in statements of facts, there may be differences in opinion about them.

We sometimes listen for escape or sublimation in the enjoyment of entertainment. For this purpose we relax mentally and enjoy the world of make-believe. As Coleridge suggested, there is a "willing suspension of disbelief". Much contemporary radio listening probably comes in this category. Consideration for the wise use of leisure time would determine the amount of such listening in which we should indulge.

There are two additional purposes in listening which have particular importance for those in school or for any student of language and literature. The first of these is listening to improve our oral communication. As a child we learn the language and begin to use it at about two years of age as a result of hearing it. Growth in our effective use of language can be facilitated by directing our listening to language well used. We have apparently lost sight of this fact. While emphasizing two of the three "R's", reading and writing, we have overlooked the other two areas of language,

speaking and listening. As a child and as an adult, we can increase our vocabulary, improve our pronunciation, and correct our language usage by careful listening.

A final purpose of good listening is to increase our appreciation of literature. Of course appreciation usually comes from reading, and most of our study for this purpose has been through reading. However, radio again has shown us the value of listening, for on the air poetry and drama have been given new meanings for the listening public.

The troubadours of old and the actors of past and present have long shown us the value of this approach to poetry and drama. Modern schools and modern readers might well recognize that true appreciation of poems and plays comes through listening to them. What a difference there is between having to read a Shakespearean play and hearing Paul Robeson or Maurice Evans or Judith Anderson speak the lines.

*Be Ready to Pay Attention.* "How can we do a good job of listening?" Two things are necessary in order to prepare us to pay attention. First, we must have a suitable physical environment, making it possible to be attentive. A location which makes possible a view of the speaker or which contributes to the focusing of attention upon the speaker insures better listening. Adequate light, comfortable temperature, and proper ventilation contribute to good listening. A sufficiently comfortable sitting position or an easy posture is conducive to better attention.

But this is not all there is to paying attention. Some writer has said, "he was listening with his face only." Such physical attention helps, but it is incomplete. The second requirement is adequate mental preparation for listening attentively. We need sufficient background to prepare us to follow understandingly, and we need to learn to control our prejudices.

*Be Critical.* "What do we do while listening?" Good listening is an active, not a

passive, affair. It requires two types of activity—physical and mental. The former may or may not be necessary and helpful, depending upon our purpose in listening. The most obvious such activity is taking notes.

The mental activity involves understanding and reacting to the material during the time of listening. Listening differs from reading in that it is not possible to retrace and review the material previously presented. It is necessary in listening, therefore, that we follow carefully and understandingly. Helpful in doing this is the habit of looking for a pattern of ideas, recognizing or defining an outline of the information, organizing the knowledge. If we listen for the main points and see how they are developed or illustrated and tied together, if we distinguish between principal ideas and subordinate ones, we listen understandingly.

But as we listen, we do not stop with merely understanding. We also react. We must, from time to time, summarize in our own mind what we have heard and interpret it in the light of what we know. We begin to assimilate it for future use and evaluate it in terms of our experience and its contribution to our life.

*Do Something.* "What do we do after we have listened?" The test of the pudding is in the eating. The test of good listening is in our successful use of the ideas and information. If the material we listen to has been

worthwhile, we should remember it and act upon it. The housewife who hears a recipe tries it out. If she has listened well, she should get good results. The child who has listened well to a story should be able to tell it. The citizen who listens wisely and well to a discussion of political issues should vote more intelligently.

One way we can respond immediately is to discuss the material after we have listened. This procedure is timely and desirable in the classroom, in the public forum, in the home after a radio program. If as radio listeners we begin to set up standards we shall select more critically the programs which really merit our time.

Because there is much that need not be heard, it should be inferred by now that we must also learn to "tune out" some things. Good radio reception requires accurate tuning. Thoughtful, purposeful listening requires our critical attention to some things and our ignoring or ruling out of others. With children we learn, by practicing, good listening. We learn to ignore much of a baby's crying. However, some mornings we listen purposefully—the cry sounds different. We listen attentively a second time and critically determine whether the sound indicates a cold. Responsively we arise and administer the necessary medicine.

We learn by listening; our pupils need to be taught how to listen.



### *Secret Operations*

I have visited a good many high schools during the past fifteen years. When I inquire about the plan followed by the English department I am likely to find that there is no definite program at all. In these same years I have consulted with scores of English teachers enrolled in my classes in the Teaching of English. They have come, I suppose, from every state in the Union. When we have discussed the English curriculum in the schools in which they work, I have found that all too many have had to report that they have nothing

resembling a well-developed, unified program.

In most of the cases of which I speak, the practice seems to be for each teacher to plan her work for her grade or grades without much reference to what is taught in preceding or subsequent grades. "What is done in the ninth grade?" you ask the tenth-grade teacher. "I really don't know," she replies, "I teach only tenth-grade English." "And what is done in the eleventh grade?" "I couldn't say; I have not taught it."—CLARENCE D. THORPE in *Illinois English Bulletin*.



# ORIENTATION *plan uses*

## Homerooms and 3 Subjects

By

CHARLES WILLIAM CALLAHAN

IT IS DIFFICULT for one who has been long in a school to realize how strange the school and all its ways are to the more or less frightened pupil who is just entering. Many times, during the opening weeks of a new term, the writer has observed a green and inexperienced sophomore—text books under one arm, student handbook opened to page sixteen, a mimeographed form clutched in his right hand—scanning room numbers, locker numbers, and the like, always hoping that the next one may be the one.

To an adult that picture may be an amusing one, but to the young sophomore boy or girl, who has just three minutes to get to his or her scheduled class, it is a very real and disconcerting situation.

If one can imagine himself picked up bodily and placed in a community of some 1,200 persons who are housed in a building containing 37 classrooms, gymnasiums, offices, a cafeteria (somewhere), an auditorium, etc., one can readily understand the tumult going on in the young enrollee's mind.

His is a new community. One that is not merely a place where lessons are studied and recitations conducted, but a complex social

organization with boundless opportunities for growth and development in many directions. In order that a community of this size may function smoothly, it is necessary that the students become thoroughly familiar with the regulations that have been formulated, the school plant, and, in general, the working details of the entire organization. But how? And where?

For the past six years the Bradford Senior High School teachers and students have had a convenient guide in the form of a handbook. This book contains schedules, descriptions of various activities and phases of school life, calendars of school social events, sports programs, and a short history of the growth of the Bradford City School System.

Although this handbook was found to be exceedingly helpful, it still left much to be desired in the way of completely and quickly adjusting an incoming class of pupils to an entirely new environment. Once the imperfections were known, immediate steps were taken to correct or eliminate them.

A faculty committee was appointed to study the problem. Inasmuch as the members of the committee had definite ideas about what inexperienced pupils should know to get on well in the school, the major part of their work was directed toward answering the question, "How best, and in what manner can the material be presented to expedite and shorten the period of adjustment?" The outcome of the study was a concise course in orientation, whose efficacy has been tested and proved adequate.

The orientation course for sophomores is a short-unit course given during the open-

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EDITOR'S NOTE: *A school handbook is given to incoming pupils as a guide to Bradford, Pa., Senior High School. But it has been found advisable to offer the newcomers further orientation during the first few weeks. The division of this work among the homerooms and classes in three different subjects is explained by Mr. Callahan, who teaches in the school.*



ing weeks of school; the duration is usually from two to three weeks. The material offered in this adjustment program may well be classified under three main headings, viz: (1) Objectives, (2) material to be presented in homeroom groups, and (3) material to be presented in classroom groups. Quite naturally the objectives of such a program are aimed at helping a pupil to become acquainted with the school and its offerings, promoting self-direction toward the development of worthy habits, attitudes, and ideals, and awakening a sense of social responsibility in the individual.

*In the Homeroom Groups.* Since those items pertaining to school rules and regulations are more frequently met within the homeroom, it was the opinion of the committee that the best results could be obtained through the use of this medium for the presentation of the material.

Great emphasis is placed on the fact that although Bradford Senior High School is democratic in nature, no semblance of a democracy has ever functioned effectively without its system of checks and balances, without its formal discipline of mind and body on the part of its individual members. Hence, there must of necessity be regulations governing the use of the cafeteria, the health room, the library, traffic rules, etc.

The student is instructed in the correct procedure to be followed when dealing with problems of absence, tardiness, early excusals, withdrawal from school, obtaining employment certificates, and others. Sample forms are obtained from the attendance office, and the use of each is explained carefully and thoroughly to the group.

*In the Classroom Groups.* Under the third main heading, "Material to be presented in classroom groups", the information is offered through three subject channels: English, social studies, and mathematics. The handbook is the basic text used by the youngsters in the study of this part of the orientation unit. The assembly and the public-address system are also used to aug-

ment the handbook.

In the English classes emphasis is placed on getting acquainted with all faculty members, an interpretation of the grading system, and a comprehensive survey of the various course offerings of the school, their value and purpose. The school publications, the formation of good study habits, and the accepted forms for outlines and other written work also receive their just due. Development of personal qualities—good appearance, courtesy, self-confidence, initiative, etc.—is also given attention in this phase of the program. A sincere effort is made to awaken in the individual a realization that satisfaction and progress in class work only come through actual participation as a contributor to the cooperative venture of the group.

The second step in the sequence of this part of the unit is taken up in the social-studies classes. Through student tours the pupils become familiar with the building plan and the system of numbering used in designating classrooms and laboratories. An attempt is made to create in the individual an awareness and complete understanding of the social responsibilities of a citizen living in this complex school society.

The personal profits that can be realized through sincere participation in the pupil-activities program are accentuated. However, no student is made to feel that he must become a member of some co-curricular group. Coercing a boy or girl into taking part in any activity tends to destroy many of the fine qualities he could gain from that activity. The ideal way is to *interest* as many pupils as possible.

Although mention of the word mathematics often engenders a feeling of foreboding in some people, it still offers the logical setting for the presentation of those aspects of the school organization dealing with finances. Where, but in the mathematics class, should incoming students be made acquainted with the system of school banking, the sale of war stamps and bonds,

and the purpose of the student activity fund? It is in this class that a study is made of those personal expenditures which may be required of the student during the course of the school year.

As a fitting climax to the instructional period in this unit of work, the school sponsors an Open House. This is a joint meeting of sophomores and their parents, and the faculty. The program consists of two parts, (1) a forum meeting, at which members of the faculty interpret the school organization to the parents and answer any

questions that may be forthcoming, and (2) a social gathering which is greatly "enriched" by delicacies prepared by the vocational home-economics classes.

Thus the two groups of individuals who exercise the greatest influence over our young people meet on common ground for the discussion of mutual problems. They come together to establish a mutual understanding whereby the activities of all concerned will be focussed on the ultimate goal of all education—a citizenry which is well trained morally, mentally, and physically.

## Pupils Cooperate in Daily Check on School Maintenance

By ROBERT B. MERRILL

SOME DEFINITE system of supervision of maintenance is necessary in any school. It is one of the most important functions of a school principal and a function to which most of us pay too little attention.

Satisfactory performance of this duty makes a very favorable impression on school officials, parents, teachers, and students. They are impressed by the fact that we are attempting to save unnecessary expense and, at the same time, are paying attention to the health and comfort of the pupils.

We use a system which is very simple and effective and which provides a daily check on the condition of our building and grounds.

In the opening teachers' meeting of the school year, a sheet of basic instructions is passed out to each teacher and discussed thoroughly. These instructions cover collection of waste paper from floors, books, and desks each afternoon before pupils are

excused from school, control of temperature and ventilation, keeping of a temperature chart, operation of thermostats, arranging book shelves and reading tables, lighting, care of board erasers and pencil sharpeners, and a few other minor items which help to keep the rooms in a neat and comfortable condition at all times. Teachers are urged to report need for repairs or other improvements necessary to the comfort of the pupils.

Periodically an appeal is made to the students, urging them to keep their building and grounds in as good condition as possible. We point out that adequate waste baskets and bicycle racks are provided for them and that we expect them to be used. Signs are posted that urge us to be saving of school supplies, paper, towels, soap, etc. A particularly effective sign reads, "Do you like pleasant school surroundings? Do *your* part." It is placed in a conspicuous place near each entrance, where it can be seen by the boys and girls as they enter the building.

A Building and Grounds Committee is appointed by the Student Council, with one representative from each homeroom. His duties are to see that the building and

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EDITOR'S NOTE: Mr. Merrill is principal of Anson Academy, North Anson, Me.

grounds are kept in as good condition as possible. Each student room chairman has a check sheet which he fills out daily to report on the state of his room. This he presents at the end of the day for the inspection of the principal. The committee meets with the principal once each week, and we discuss means of improving the building and grounds. Committee members report daily any situations which need attention, and their inspection records are passed along to the room teacher and the janitor. The need for major repairs is reported directly to the school officials.

The cooperation of the janitor is enlisted in the program by explaining to him that we are trying to ease his work and make it more effective.

Another practice—which might not be approved by many school officials—is requiring student organizations to clean up the assembly hall before and after extra-curricular activities. This applies to the Student Council, classes, clubs, and similar organizations; each must elect a committee to clean up before and after activities.

This practice seems to bring the point forcibly home to pupils that cleaning is not an easy task and that their carelessness can cause a lot of hard work to somebody.

They also exert pressure on other students not to throw waste paper, gum, programs, etc., on the floors.

Every morning during one period, I make an inspection trip throughout the entire school plant, armed with a check list a little more elaborate than the students' lists. This is kept in a small account book, one page for each week, and is arranged in the manner of a rank book so that pages can be cut and the items visible. If an item is satisfactory, a pencil check mark is placed in the proper space; if not, a red check is placed in the space and a remark is written in at the right side of the page. Such cases are privately referred to the room teacher, student room chairman, janitor, or the school officials, whoever may have direct control.

This sounds like quite a job, but it consumes very little time or effort and avoids pupil or teacher attitudes that the principal is not cooperating with the program. It also prevents school officials from accusing the principal of not noting defects in maintenance. It is, in my estimation, time well spent. The task should not be too obvious and it may be combined with the process of collecting morning attendance slips or making class visitations.



## Advertising Books

Advertisements are much more effective for visual-aid purposes than the usual pictures, selected from magazines and picture agencies, with which we customarily plaster our bulletin boards. Advertising pays the advertiser, but it can also pay the teacher who uses its tremendous appeals to stimulate the reading of books and to stimulate curiosity concerning literature in general. The method I have employed to do this is simple.

A good color advertisement of Ingrid Bergman and Gary Cooper making love on a green hillside under a scare headline advertising *For Whom the Bell Tolls* will get more students interested in that book than a black-and-white picture without the scare headline. A striking picture of the voluptuous "Perichole", in color, will get more students

interested in *The Bridge of San Luis Rey* than any admonition of a mere teacher who is hired to recommend the best. A good advertisement for the "Mark Twain" picture is much more effective in stimulating interest in Mark Twain than anything a teacher might say. Therefore, I recommend the use of appropriate movie advertisements in the classroom to motivate the reading program. . . .

Nor should the full-page advertisements in the book-review sections of the *New York Times* and *New York Herald-Tribune* be ignored. These advertisements were constructed with the idea of selling books, and, in a way, that is exactly what we attempt when we recommend a book.—WALTER O. KRUMBIEGEL in *The English Journal*.



# MAY I TEACH IN YOUR TOWN?

By  
MARTIN CROWE

I AM APPLYING for a job. I am a high-school history teacher and athletic coach. I have a pretty good record as each. In history, my students know that Themistocles believed in a powerful navy; that Hannibal crossed the Alps in the winter time, with elephants; that Columbus believed he could reach the East by going west; that Patrick Henry was from Virginia; and that Harding died in office. In football, my teams win.

But before school boards start reaching for contracts, let me mention a couple of other matters. They may cause the boards to pause.

First, I am a Catholic.

I discovered, in 1938, which was the year I was graduated from college, that one who wished to teach school in my state, Minnesota, should not be a Catholic.

I had met a superintendent from a small Minnesota town in Minneapolis. He'd liked me—and I'd liked him. He wanted me to teach for him. There was only one obstacle—the board in his town. There was no Catholic church in this town and the board “frowned on” Catholics. But he wanted me. He'd see.



EDITOR'S NOTE: Mr. Crowe says that he is a competent history teacher, and that he turns out winning football teams. That's enough to make many boards of education prick up their ears. But then there are a couple of other things about him that are not so highly regarded in some quarters. So read his statements before you wire him an offer. Mr. Crowe teaches in Hudson, Wis., High School.

He saw.

On Labor Day, I received a telegram which said, simply, that the board would not accept me. So I began my first year out of school by being also out of work.

I went up to the department of education and there I noticed that on the very top of my “file”—or my set of credentials—had been scribbled in pencil the one word “Catholic.” I didn't think it belonged there—because this is America and what your religion happens to be is your own business. Nevertheless, the word was there on my credentials, standing out above all else.

So far as I know it's still there.

So I mention that I'm a Catholic so the boards who read this and who want a history teacher who can tell you the date of the Battle of Chickamauga and a coach who understands the T-formation, will know. If any of those boards now find that they hesitate—even a little bit—just skip it, please. There are other men who can teach the T.

I am not the type of Catholic wanted by the superintendent I worked under in South Dakota. I remember when he explained to me that I was “more or less Catholicism on trial. We haven't had a Catholic here in years—but I intend to hire two more next year. Their chances depend on you. All we ask is cooperation.”

I suspect the “two Catholics” never got their jobs. Because “cooperation” on my part meant, I discovered, that I should conveniently forget I was a Catholic at all, for the duration of my stay.

I declined to cooperate.

For those boards which have not yet hesitated, I will make a second point. I will not



let diplomacy take precedence over truth.

When a boy stands up in my class, as the boy did in one Wisconsin school, and says that "all Jews are crooks," I will tell him that he is a liar, and if his father comes down to the school with his fangs showing, I will repeat the charge.

When a boy insists, as one did in another Wisconsin school, that there is a "Negro day" in Chicago on which the colored people are allowed to ride the street-cars, and offers his Uncle George as authority for such a statement, I shall point out that his Uncle George is either being stupid or vicious in making the statement, and I shall do it even though his Uncle George is president of the bank in that town.

When a girl in South Dakota says that "all niggers smell funny" and adds that her acceptance of that "fact" stems from another fact, that "her mother told her so," I shall point out that her mother is hardly an authority on the violations of the social niceties by all Negroes or by all of anybody else. And when a girl in Minnesota knows that "the Jews own all the money" because "her father has a book that says so," I shall suggest that her father get hold of another book.

I shall never claim to have a monopoly on knowledge or a corner on truth, but when I see an obvious and dangerous falsehood springing up, I shall cleave it clean through with one stroke of my verbal axe. If I can. And I shall not care upon whom the chips may fall.

For the boards still interested, if any, I add a third consideration.

I shall not feel that my main job is to turn out pupils who are good historians or good technicians or good research artists or good business men—or even good Americans. I shall try to develop students, instead, who are simply good.

The models I hold before them shall not be Henry Ford or Caesar or Edison or Napoleon or Bob Hope or Douglas Mac-

Arthur. They shall be, instead, Christ and Lincoln and Socrates and Steven Vincent Benet. And maybe even Robert Hutchins and Henry Wallace.

The words I shall ask them to remember are not General Joffre's "They shall not pass," nor Stephen Decatur's "My country, right or wrong," nor General Prescott's "Don't fire till you see the whites of their eyes."

Instead I shall urge upon them Keats' "Beauty is truth; truth, beauty," and Coleridge's "He prayeth best who loveth best," and Christ's "They who hunger and thirst after justice—they shall be filled."

And I shall remain not so proud of the valedictorian with the 98.5 average as of the boy in Wisconsin who wrote in his theme, "I shall do what I can with whatever I know. Not for myself but for everybody. Because what I know or have or control was never meant for me alone."

And I shall remember longer than the halfback who made four touchdowns in one half, the left guard who was so angry between halves and yet could say, "They can thumb me in the eyes all day if that's their style. But I'll play the game my way anyhow—and in the end, we'll take 'em."

I shall take my joy not so much in the accomplishments that make good headlines or records as in those that make good men and women.

So there it is. That's my stand.

And to any board which might be reluctant to pass me by because my team wasn't even scored on last year, but who might think I could be "induced to be reasonable," let me make a suggestion. Save yourself a stamp.

I will not change. Nor retreat. Nor compromise.

Under these terms I will teach—and be happy in teaching. Under any other circumstances—

Well, I know a plumber who needs an assistant.

# 10 Questions about WORK EXPERIENCE

By  
TRAVER SUTTON and JOHN M. AMISS

**I**F WE ARE to have a comprehensive educational program making use of work experience, it is necessary to understand clearly what educational work experience is and what it involves. We need to know a great deal about work experience if it is to become a permanent part of our educational scheme. The subject needs to be discussed. We have gained in strength as we have studied leadership, guidance, teacher training, and school organization. The subject under consideration needs this study treatment to discover the major advantages and disadvantages.

We need to be realistic if we wish to develop a citizenry trained and educated to keep abreast of modern industrial requirements. It would thus seem that one of the pressing and important developments of this postwar period should be intelligent action by educational leaders on the needs and possibilities of various education-industry cooperative plans for work experience. This problem is not an easy one to solve, and the schools and industries are confronted with many other extremely difficult problems during this postwar period. But we feel that cooperative education is

one of the more important problems and that those who are closest to the situation must size up its main features and devise ways and means of handling them.

In order to discuss this subject let's formulate a few questions of such importance as to be worthy of real consideration:

1. Are you in favor of setting up a procedure whereby high-school credit may be received for work experience? Should students at the college level be allowed to earn college credits through work experience?
2. What are some of the benefits derived from cooperative education?
3. What are some of the disadvantages of cooperative education?
4. What fields of training lend themselves with success to cooperative education?
5. What are some of the difficulties encountered in changing over a standard type of high-school or college curriculum organization to partial or complete cooperative education?
6. Experience shows that it takes a longer time for a student to complete a cooperative curriculum than it does to complete the academic type of school curriculum. Is the additional time required to complete a cooperative course a benefit or a detriment to the high-school student?
7. Should college-entrance requirements be considered by the high school when establishing the length of time required for a cooperative course?
8. Are you in favor of selective tests for students who desire a cooperative course? Who should give the students these tests?
9. Why should the student's work experience be supervised properly?
10. Are any special educational and training requirements necessary for high-school and college instructors who participate in a cooperative program?

Many persons long engaged in industrial activities believe that "a job itself is a great teacher". Years of successful experience have demonstrated the truth of this statement.

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EDITOR'S NOTE: *The authors believe that "the best place to train for industry is within industry." In this article they deal with some of the problems of developing a suitable cooperative-education plan. Mr. Sutton teaches science in Cass Technical High School, Detroit, Mich. Mr. Amiss is director of industrial education at the Chrysler Corporation, of that city.*

The majority of educators agree, but they feel that real educational value is present only when a training job is supervised by a qualified instructor—in other words, supervised by proper school authorities. Under proper conditions they are certain that work experience may be correlated with textbook theory. Many believe that theory and practice must go together, that one without the other leaves much to be desired.

As a general rule industrialists place little value on academic accomplishments. Until the high-school or college graduate has had at least two years of industrial experience, there is a general feeling that he is of little value to industry. Some industrial leaders have extreme views on this subject, believing that high-school and college students have only learned how to loaf scientifically. It is maintained that these students appear to have their heads full of academic knowledge but that they do not know how to do anything.

Experience proves that the vast majority of recent school graduates possess little if any knowledge of how industry operates. They often have unfounded assumptions regarding the value of purely theoretical knowledge and so-called education, which causes them to scorn the idea of learning a business from the ground up. Such attitudes may not be common, but industrialists have encountered enough of such cases that they tend to look with disfavor on hiring college and high-school graduates for the purpose of developing them to fill responsible jobs.

Because industry is complex, it must fill a great variety of positions and these demand different degrees of training. The range of requirements for these positions is very great. The requirements range from practically no formal education of any kind to the highest types of specialization. When industry seeks material to fill the more responsible jobs, where does it look? Ordinarily to graduates of trade schools, apprentice schools, and of cooperative-training

courses. Why does industry want these graduates? Industrialists believe that such persons have learned to do by doing; that they have better industrial attitudes derived from experience—in other words that there is great value in properly supervised work experience.

Does this mean that there is no place for high-school and college graduates? No, far from it. On the contrary, there are many excellent careers available for high-grade people in industry. Educated persons possessed of good academic background plus training in the terms of tool skills, technical knowledge, and an intelligent understanding of industrial relations are needed to produce the goods of the nation. But those desiring industrial careers must expect to serve reasonable induction periods in industry in order to be well grounded in industrial fundamentals, just as they expect schools to provide them with the fundamentals in education.

Based largely upon the value of work experience, there has recently been a renewed interest in various forms of cooperative education. Probably the present movement for better cooperation between education and industry has added to this interest. It is our opinion that properly coordinated and supervised cooperative training between high schools, colleges, and industry is very successful and mutually satisfactory, but if not properly supervised by trained instructors, both in the schools and industry, it is not only a waste of time but may even be a complete failure. *Cooperative education does not work automatically.*

What, then, are the features that cause many people to favor cooperative education? Probably first and foremost is the value of work experience. A majority of people believe that experience is the best teacher, that knowledge thus gained and skills thus learned are fundamental and permanent. The practical aspects of such education and training appeal to practical-



minded people. They believe there is real motivation in learning a job and attending school in alternate periods. One helps the other.

Then, there is the practical-guidance feature from experience itself. How can a person really know whether he will like a job until he tries it? Cooperative students try many jobs under intelligent supervision. Their vision is widened. They can acquire a broader outlook on career opportunities. There is at present a regrettable lack of information regarding industrial careers. First-hand experience provides much of this information.

We feel that the greatest loss in industry is waste of manpower. This refers especially to men working at jobs far beneath their capacity. In many cases of this nature, neither the men nor their supervisors may realize that such is the case. Varied working experiences aid students to determine their abilities and capacities. It is only when men work at or near their capacity in a field of work that they enjoy that they can "obliterate time", as Dean Herman Schneider was wont to say. Only then can they make their greatest contribution to society and achieve real happiness.

Chrysler Corporation, for example, in its department of industrial education has experimented with various phases of cooperative education. At the high-school

level, it is cooperating with Wilbur Wright, Denby, Lincoln, Berkley, and Cass Technical High Schools. At the college level, students are accepted from Adrian College, University of Cincinnati, University of Detroit, Highland Park Junior College, Lawrence Institute of Technology, University of Louisville, Michigan State College, Northwestern University, Wayne University, University of Michigan, Notre Dame, and the State Board of Control for Vocational Education of Michigan in a cooperative counselor and guidance-teacher training course. Results have been most satisfactory. Teacher training courses for counselor and guidance teachers at the under-graduate level are available and are urged in order to provide future teachers with a better understanding of industry.

Hence, from our experience, we could say that properly supervised work experience is of real educational value, and incidentally that the best place to train for industry is within industry. Complete training for industry certainly cannot be obtained outside of industry. The utilization of these work experiences should aid educators and industrialists in developing a more effective program of discovering and training the abilities found in youth, and in turn the combination of theory and practice will more adequately contribute to society's development.



### *Farm Children Dropouts*

Citizens of Minnesota were embarrassed when they learned that the 1940 census showed 56.1 per cent of our farm boys and 37.3 per cent of our farm girls, 16 and 17 years of age, not attending school.

...

The principal reasons given by the eighth-grade graduates for not entering high school were: (1) They were needed at home, (2) They did not care for school, and (3) Transportation was not accessible. . . .

Suggestions advanced by school superintendents for increasing registrations in high school are essen-

tially those listed herewith:

1. Extension of transportation.
2. Acquainting the public with the objectives and work of the secondary school.
3. A program of orientation beginning in the upper grades of the elementary school.
4. Additional state aids including those for transporting pupils.
5. Diversified offerings.
6. Expansion of plant facilities where needed.
7. Service to closed rural districts.—GEORGE F. EKSTROM in *Minnesota Journal of Education*.



# *An Unorthodox Teacher* APPLIES FOR A JOB

By C. A. EKSTRAND

**L**ANGUIDLY EXAMINING some no-one-apparently-meets-the-requirements application letters recently, I, unforwarned, was mentally jolted when I came upon an unorthodox answer to a request for a high-school English teacher, one who, in addition, could double—or is it triple?—as instructor of Spanish and dramatics.

While this application, typed on punched note book paper, obviously does not conform to the traditionally accepted patterns of style, abbreviation, capitalization and punctuation, still its reading may relax some superintendent's vacancy-weary frown and evoke a wonder-what-she-would-teach speculation. The teacher's letter, unedited except for several name substitutions to avoid possible adverse reactions, follows:

"Dear Sir:—You have had your add for an Eng. and Speech teacher for a long time. Several agencies have notified me that you wanted a teacher. Today I learned what I imagined to be the case. You are a crank and its hard to satisfy you. Well when it comes to Eng. and Speech, I cant blame you much.

"Maybe you will laugh when I tell you that I do not want to come to Dewitt. You would not pay an Eng. teacher enough for a full time job teaching four years of High School English and then working half time over, coaching Declamatory Contest, Inter



EDITOR'S NOTE: *Mr. Ekstrand is superintendent of schools in DeWitt, Iowa. "Maggie M. Hornsbrickle" is the fictitious name with which he disguises the identity of the teacher who wrote the letter of application.*

High School debate and several plays thru the year. But you would like to get a teacher who has made herself a specialist in all these things, and for a minimum price.

"Now Confess, I've told the truth. Isn't it so?

"Say, have you had any war time mix ups? I know of more than one, where teachers sign up and then decide to marry soldier boys [pen addition: "and quit"].

"In Midland schools this month is a piece about 'Instability. Well, if you don't mind reading it, heres a sample of our war time independability.

"I was just about to accept a good job at \$1800. The supt. offering it was in my office. He is one of Iowa's finest school men, young, good looking, genial, honest, and what not? While we were planning, Johnville called me to come up at a larger salary, three classes of eleventh grade, two days speech and three days English. Gee, my heart gave a throb at such a thrill, and only the coaching of the Senior play. Some one else had the Junior play. He did not mention, debate or contest.

"I made the trip. The teacher they had hired in the Spring was to be married to a soldier. I contracted to take her vacancy. In a few days the Supt. of Johnville wired me that her soldier boy was sent over seas and the teacher still held her contract which superceded mine. He offered me expense of trip up there, saying nothing of the splendid job I gave up to go to his school. My atty. wrote them I would collect my salary. The Pres. of the Board asked me to come up yesterday. But after waiting most of the day, I was told to take a sixth grade. Now

my B.S. from the University of Chicago, and My Postgraduate from the School of Speech, Northwestern University, began to quiver. I told them I would go home, sit on my own door step and collect my salary. They bellowed I had no certificate and they would not keep their promise to sign my application for war time transcript.

"The Co. Supt at Johnville told me Market Center wanted a teacher of Eng. and Speech. I drove 100 miles out of my way after being told there was still a vacancy to find that the supt. had gone to meet a teacher. Then I came down to Abington. The fine new Supt. from Nebraska, told me that when he heard I was contracted for Johnville, he filled the vacancy with another teacher. He was sorry and was glad to have met me and wished me good luck.

"Today the Teacher Placement Service told me they thought they could place me in a short time.

"I said. 'In a time and a half job?' Well', make it snappy, with pay for what I earn and I'll earn what I get paid for.'

"You see, I have been caring for my aged parents for a number of years, publishing the Little Pamphlet Supplementary Readings that have had nation wide popularity. My mother died last Dec. aged 98 and  $\frac{2}{3}$ s years. My father was 90 past. My brothers are all gone and I am left alone, entirely alone.

"A few weeks ago I decided to teach again but most of you superintendents dont want

a teacher as old as you are. Pardon, hal hal and I am still wondering if I must go back to Northwestern to get my M.A. before I can exhibit enough ability to teach in a small town like yours. Nuts, I am aching to get some place like the high schools of N.C. A. and put over an oratorical contest that would make them sit up and take notice and a [pen insert: debate and a real contest declam, something more than vocal gymnastics] class that would carry home the trophy silver.

"Maybe you're tired of this no good application, but if not, and still want a teacher who can do every thing for nothing just whistle a bit up my way and I'll tell you some more,

Yours ambitiously and cheerfully,

(Signed)

Maggie M. Hornsbrickle

"P.S. When I get my salary collected from Johnville, in lieu of a perfectly black and white contract, I'll come and see you if you will treat. ! ! ! ! . Please dont sent this to the Teacher Placement Service, its strictly confidential.

"You might forgive the blunders of my Carona. The O.P.A. and Remingtons have sworn me a new writing machine.

"After thirty days, I'll cease to anticipate, a reply, 'sorry, vacancy filled.' [pen P.S. to P.S.:—goodbye,]"

Superintendent's memorandum (after thirty days): Position not filled—absorbed!



### Coming to Terms

Freed from the traditions which have governed university matriculation and preparatory training therefor, the high schools and the state colleges together can, in truth, work for the welfare of the individual. . .

The problem seems simple: the high schools train the individual in terms of his abilities and needs, preparing him to succeed in higher education not because his secondary work has followed a set pat-

tern but because it has helped him develop to the fullest of his capacities and taught him how to use his abilities to the best advantage; the state colleges take him as he comes to them and build on what he has, attempting to further his growth instead of eliminating him from their classes because his background has not been conventionalized.—FORREST G. MURDOCK in *California Journal of Secondary Education*.

# THE LANGUAGE *of* EDUCATION

*Or, the gentle art  
of word juggling*

By EDWARD J. RUTAN

I HAVE OFTEN wondered why educators have to use such "hifalutin" language. Our students also wonder about it every day. Even in talking and writing to one another, we "swallow the dictionary"! Consider this sample:

The propaedeutical function of the secondary school, excluding the non-propaedeutic bifurcation of the high school curriculum (if I may avoid an invidious comparison), stems directly from the veritable intellectual soil and culture of the past.

All those nice words, mind you, to put across the idea that high-school college-preparatory courses are rooted in the past. No one who knows can deny that "college prep" is good stuff, because it has stood the test of time, but how about saving a little time in saying it?

Sometimes I find myself using "ten dollar words," especially to give my readers or listeners the impression that I have been to college and am, therefore, learned. I suppose all educators become obsessed in some degree with words and glory in flinging them about for the sake of mere eloquence, or making mysteries of everything they teach; but let's not kid ourselves about the "art of obfuscation"! In the long run it is not only time consuming—it is not worth the brain power given to it.



EDITOR'S NOTE: Mr. Rutan believes that the proper business of a teacher is to make ideas clear and plain to his listeners and readers, and not to obscure those ideas in a flow of fancy language. The author teaches English at the College of Engineering, Newark, N.J.

Too much of the language of education violates *education*. It is more and longer words about more and longer words! Much of it could be stated in fewer words, most of it more plainly. Naturally, since it takes all kinds to make a world, so it takes all kinds of educators to make the educational world. But, I ask you, wouldn't the world be a bit better if we were to have a little less elaborate language from the educators?

Perhaps there may be some justification for legal language, medical language, etc., being hard to follow—but why educational language? Unless we wish it to continue as a kind of inner sanctum with a series of long-worded symbols that are full of sound and form, there is no reason for it!

No, I am not making the usual plea for over-simplification, and I am not sniping at the "irreductibilists" in education. I am only trying to say that educators as human beings ought to be able to make their words clear to other human beings, or how can they ever teach them anything? This driving learners away with big words has got to stop! Even students who want to become teachers change their minds about entering the profession after a dozen professors with huge vocabularies lecture them about education and communication but do nothing to promote education or insure communication.

Yes, I admit, we must be diplomatic, that is to say, general, but, please, not too too diplomatic or general. If "propaedeutical" has to do with preliminary instruction or introductory teaching, why not say so, and get to it! The language of education seems to be overburdened with "adjectives", too many of which are "introductory".

In my opinion, the problem of the language of education is not that there are too many words, nor that the words are too big, but that we assume that the meanings of our words are to be found in their definitions. All of us seem to have, to some extent, the idea that words can be explained fully and adequately by more words. Don't we insist in our schools that our students must learn the correct definitions and then reproduce them? Isn't that what we had to do? Isn't it a vicious circle? If you have never experienced "a vicious circle", how do you know what one is? I wonder if two "vicious circles" are ever alike? Who knows? It's a wonder we ever learn anything with words!

Just for fun, let's try a little experiment with some of the words in the language of education. Take the words "educator" and "instructor", and ask yourself if there is any difference between them? If you consider the spelling there is; but if they name the same person, there is not. Could you call an "educator" a "teacher"? Would he

really be one? Just what is a teacher, anyway? Can some instructors teach without words?

Are the realities of life just definitions inside our heads? Just what is this thing we call "knowledge" that education is supposed to be all about? Knowledge of language? Things? Processes? What are they? How many and what kind of words are necessary to acquire knowledge? Are they different from the words used to explain knowledge? When is knowledge more than just a word? How do we know? What is the best kind of knowledge? Can it be taught or must it be experienced directly?

Just what are the uses of knowledge? Is useless knowledge of some use? What type of knowledge should a first grader have? A fifth grader? Twelfth grader? College graduate? An adult? Is the language we use to teach all of these groups the same?

I hope that these questions will lead you, as they have led me, to wonder about the language of education and how necessary it *really* is.



## Administration: The Educational Program First

The essential character of the administration of education is not determined solely by careful observance of the rules of good administration as seen in business or in other successful activities from which the schools might copy. The essential character of school administration is determined chiefly by the kind of work that is carried on in the educational program itself. How children can best learn and grow; what the content of the curriculum should be; how teachers can best lead and inspire and remain full of enthusiasm and vitality—these are the problems which make school administration necessary.

The greater function of school administration requires that all who are concerned with the operation of the schools, whether teachers, principals, supervisors, or superintendents, not only must be intelligent about, and interested in, the learning process and the instructional program but must be taking an active part in the work of

instruction and in its planning. Administration when removed at all from the real needs and essential activities of instruction becomes an empty, worthless framework, and is likely to handicap instead of promote the real educational work of the school.

The most important educational leadership in the school system comes from those who are making the greatest contribution in promoting definite improvements in the educational program. Many times these leaders are teachers; sometimes they are principals; they may be specialists from the central administration. However, the value of the leadership is determined by the contribution made and not by the position held by the individual concerned. He who is most successful in promoting improvements in instruction best serves the greater function of school administration.—CHARLES E. GREENE in *Instruction News* (Denver, Colo., Public Schools).



# How a Library Serves Classes Using MANY BOOKS

By  
FRIEDA M. HELLER

AT THE Ohio State University School textbooks are not in general use, so pupils must draw heavily upon the library collection for help in preparing work. Into the teacher-pupil planning which marks the curriculum of this school it is necessary to bring the librarian, who is considered an authority on study materials and their availability.

Among the criteria governing choice of a unit for study at any grade level is the availability of library materials on the subject and their suitability to the grade making the choice. When a grade is in the process of choosing a unit the librarian is asked to discuss with the group the materials available and the weakness or strength of the library as an aid in studying any one of the several topics under consideration. Frequently small class committees work with the librarian on a report for the class concerning the advantages of one topic over another in respect to adequate study materials.

As librarian, teacher, and pupils plan together, the librarian is able to point out to the class the kinds of library materials needed, the ability of the library to meet the broad needs of the unit under consideration, as well as its individual topics, and

the way in which these materials can be used by various students. As the unit progresses and pupils spend much of their time working in the library, she is able to help them more successfully because she knows the reasons underlying a pupil's choice of his particular topic.

By the time the unit is completed, the librarian has discovered weaknesses of the library as demonstrated by its lack of certain materials which would have been suited best to certain topics and certain pupils. Thus she is able to plan more efficiently for future needs.

Obviously one person cannot be present at the planning of all units by all classes. However, in our school the librarian attempts to participate in the planning as often as possible. Following are a few examples of units in which I participated. They are cited here to illustrate how units of study differ in form, length, completeness, richness of content, and possibilities for integration. As units vary, so too the work of the library varies.

The range of interests developed in the selection of a unit of study is demonstrated by a seventh-grade class which chose as its topic "Making a Home." The problem was chosen by this group because an apartment on the third floor of the new school building was to be furnished and made into a livable unit.

The library was asked for material on period furniture, color schemes for home decoration, kinds of wood and their finishes, costs of household furniture, and budgeting of household funds. When the equipment for the kitchen was chosen, calls came for information on pyrex and how it differed

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EDITOR'S NOTE: *When classes draw heavily upon the library for unit materials, rather than depend upon textbooks, the responsibilities of the librarian increase. Miss Heller is librarian of Ohio State University School, Columbus, Ohio. In this article she explains her methods of dealing with the problems involved.*

from other glass, the manufacture of china-ware, tests for linen and cotton, and the simple mechanics of an electric refrigerator. The information needed changed in type as first living room, then dining room, and finally the kitchen were furnished. Even when the furnishing of the "home" was completed the help of the library was still needed—a housewarming was to be given and there was need for information on etiquette and entertainment.

A twelfth grade at one time chose "The American Scene" as the general subject for group study. In the course of discussion there was a problem of choice among several units, namely, Relationship of the United States to the Latin-American Countries, The Growth of Capitalism in the Power Age, American Cultural Life in the Present Century, and National Planning in the Twentieth Century. Before making a final choice of one of the four units the class first had to know the library materials available. I was called in and the matter was discussed.

The class decided to divide into four committees, the duty of each to be that of searching card catalog, library shelves, vertical file, and magazines for material on one of the four topics. After this was done the materials were taken to the classroom. Pupils and teachers examined them and decided whether they seemed adapted to the reading ability of the group and at the same time showed promise of providing the information needed. Upon this basis a final choice of topic was made.

"Comparison of Life in the Middle Ages with Life in the Present" was a unit chosen by a tenth-grade class. The pupils concentrated upon the twelfth and thirteenth centuries, which were rich in such interesting matters as crusades, cathedrals, castle architecture, Mongol invasions, feudal laws, and national origins. One boy, who selected the study of shelter, presented to the class a report on medieval castles, and contrasted them with modern housing. A girl was inter-

ested in medieval dress as compared with modern fashion. Tilting, wrestling, archery and other sports of that time were related to recreations of today by some students. Medieval warfare with its siege tactics and cavalry forays was of primary interest to several of the boys. Other pupils found it interesting to contrast the food and table etiquette of the Middle Ages with our own food habits and table behavior.

This was a unit with many possible sub-topics, and much library material was available. To prevent the study from becoming hazy and disconnected, the class concentrated on the major aspects of human living. The library had to supply books that told not only the medieval story but also brought out the characteristic features of the period and emphasized the aspects which have significance for the present. There is a richness of library content for this period of history. Books, pictures, bulletins, and pamphlets were supplied. Films and recordings were recommended.

For the art, literature and music of the time, pupils turned to such books as Van Loon's *The Arts*, Orcutt's *Master Makers of Books*, Macy's *Story of the World's Literature*, and Bauer's *How Music Grew*. To show how people in the Middle Ages dressed, how they were cared for when ill, how their houses were planned, and how they travelled about and traded together, the library offered Haggard's *Doctor in History*, Lamprey's *All the Ways of Building*, Day's *History of Commerce*, Lester's *Historic Costume*.

Many stories of the period gave accurate background and provided interesting, exciting reading. Boys were enthralled by the exploits of crusaders, the adventures of nobles and barons, and the thrills of the tournament. Girls enjoyed reading of life in besieged castles, of the crowning of victors in the jousts, and of stately halls.

Biographies introduced the Maid of Orleans, Genghis Khan, and St. Francis of Assisi,

Plays gave dramatic accounts of medieval events and persons; poems told stories of the period; operas sang of brave deeds or tragic loves; songs sung in the Middle Ages were still extant and were used by the group; ballads and poems by medieval writers gave pupils an idea of the types of literature flourishing in that day. Pictures, slides and films recreated the past, and recordings presented music which once upon a time came from the lips of minnesingers.

Other periods of history have been chosen for study by various groups and an abundance of material has been supplied. Students sometimes have the idea that if the subject studied covers a certain period of history, only books of *history* need be used. Without skilful guidance by teachers and librarian these youngsters would lose sight of the fact that books of literature, music, art, costume, transportation, poetry, drama, and fiction all contribute to a unit.

Whenever a class studied a period of history, the writings of persons who lived at that time were used to bring its life and thought a little closer to modern times. For example, Franklin's *Autobiography* offers a new perspective on the Revolutionary period of American history; Pepy's *Diary* presents an intimate picture of the social life and customs of Great Britain during the reign of Charles II; and Boswell's *Life of Samuel Johnson* gives an idea of the thinking and planning of Englishmen during the middle of the eighteenth century.

Chaucer's *Canterbury Tales*, Malory's *Morte d'Arthur*, the play *Everyman*, and *The Travels of Marco Polo* foster understanding of life and customs in the Middle Ages and a feeling for the literature of that time. *Merci Clamant*, written and sung by a famous troubadour, and *Summertime*, made popular by the minnesingers, were used during a study of medieval days. When the pioneer period of American history was under study *Oh! Susannah* and other songs helped create the spirit of another day.

Because the Ohio State University School is interested in developing inquiring minds and intelligently critical attitudes on the part of pupils it encourages the use of many books. Classroom libraries are fostered, and collections of appropriate books, borrowed from the school library, may be found in the home-economics laboratory, science rooms, the shop, fine-arts studio, junior-high-school homerooms, elementary grades, and kindergarten.

In some cases the books may be directly concerned with a subject under study; in others, they are for recreational reading. The periods for which they are loaned depend upon class or area needs. Since the school is small the use of classroom libraries does not call for much duplication of titles—it is always convenient to borrow a book from a classroom library when the need arises.

The books placed in rooms are charged to the room to which they are sent. Teachers in charge may lend the book to pupils for home use, and various methods are employed in caring for such loans. Sometimes teachers use pupil librarians; in other cases each pupil is made responsible for leaving a record of any book he withdraws. Under such an informal system and with rooms freely accessible to all it is possible to lose some books. The loss, however, is surprisingly small. The aim is to *have the books used*. This is accomplished by establishing an environment wherein books are a part of daily living. If a few books are lost, it is felt that the loss is a legitimate one and the money involved wisely expended because certain values have accrued.

Even though classroom libraries are encouraged and are found throughout the school, many classes depend upon the library as a place to work. Whole groups often spend hours in the library. Or again, part of a class comes to the library to work while others remain in the classroom for further discussion and planning of another section of the project. In other cases a few



pupils constituting a class committee may come to gather information to be taken back to the class. Teachers may or may not come with these groups, depending upon the plans of the group. Of course a librarian is always present to help those who come.

With no textbooks in use in the majority of the classes and with whole class groups coming to work in the library, many books and materials must be placed on reserve shelves for use in the library or for overnight use at home. However, if at all possible, pupils are encouraged to keep in their possession books which they are using for individual study.

When there is a necessity for placing materials on reserve the building of reserve collections is made a class responsibility and used as a means of instruction. After a subject for study has been chosen and the points of attack planned, pupils, teacher, and librarian discuss the materials of probable aid in the study. Pupil committees choose certain phases of the larger subject as their responsibilities and begin locating all books, bulletins, pamphlets, clippings, magazine articles, pictures and other materials which will enrich the study.

This procedure calls for consultation of card catalog, periodical index, picture collection, and the file of miscellaneous materials. Shelves are scrutinized for books that may have bits of information which the card catalog does not indicate, and libraries other than the one in the school are often visited for further material. As materials are discovered they are examined by

pupils, teachers and librarian, and if thought desirable are equipped with "reserve" slips and put on shelves assigned to the class for its study aids.

As pupils seek materials of many kinds they need help in learning how to locate information more efficiently. When they consult the card catalog to locate books available on a subject, weakness in the ability to use that library tool may be noticed and remedied. When they hunt for magazine articles they are learning to use a periodical index. In examining books they learn to use the short-cuts provided by the table of contents and the index.

Instruction in the use of library tools begins on a very simple scale as early as the third grade and continues throughout the school. It may be that an entire group is given such instruction. Perhaps only a few students or even one pupil needs help. Instruction may take place in the library or in the classroom, wherever the need may best be served. Either librarian or teacher may handle the work, for both consider themselves members of the same teaching staff and the question of individual "duties" does not enter into the matter. In every instance the work given is integrated with classroom situations and is not regarded as an additional task. Therefore it becomes meaningful and effective.

In this one school we all work together to make the library a vital factor in each program undertaken. As a result the library overflows and enters classrooms and classrooms extend into the library.



### *World History Revision*

(1) Further reduce the time devoted to ancient and medieval history. Have the pupils read about the Greeks and Romans, but do not "hold" them for much in the way of factual information. (2) Increase the emphasis on modern history, augmenting this phase of the course with those topics which seem most vital in the present day. (3) Make much

use of current publications, and encourage the pupils to form the habit of systematic reading. (4) Revise the stereotyped methods of teaching history, by devoting less of the class time to oral quizzing, relatively more time to reading, study, and genuine discussion.—WILLIAM HABBERTON in *Social Education*.



# CHRISTMAS

*A wry reaction to  
glamorized dishonesty*

## IN CONNECTICUT

By  
DEAN LOBAUGH

THE ABOVE title is the name of a current motion picture, one which happened to be on in our town on a Saturday afternoon before the holidays, when my Christmas spirit stood sorely in need of reviving after an afternoon of fruitless shopping. With my family, I decided to relax at the show for a couple of hours in the early evening. It was obviously a "family" show, and I had heard two salesgirls discuss it enthusiastically.

Now a few days before this I had attended, along with other interested citizens, a hearing conducted by an interim committee of our state legislature, on the subject of juvenile delinquency.

At this hearing, the movies came in for an awful roasting. One member of the legislative committee in particular was very certain that the typical movie's sex-play and gun-play are quite responsible for the alleged breakdown in juvenile morals, and many in the audience appeared to agree with him. His view is a popular one, and, I think, like so many popular views, suspect of unsoundness. *Christmas in Connecticut* will tell you why.

This apparently innocent little opus, seemingly designed for the family trade,



EDITOR'S NOTE: Mr. Lobaugh believes that the movies are capable of things "more damaging to juvenile morals than leg-art and gun-popping". As a sample, he brings up Christmas in Connecticut, in which "charming people lie and cheat and get rewarded". The author is principal of Walla Walla, Wash., High School.

contains none of the elements likely to make vice crusaders see red. There is no gun-play, no underworld life, no excessive drinking, and no passionate love scenes. I am sure that the Hays office was very happy to stamp its approval on the work of Barbara Stanwyck and her co-laborers, serene in the thought that here was nothing which could undermine the great American family nor its boys and girls in particular. That is where they were wrong.

*Christmas in Connecticut*—and it might as well have been *July Fourth in Zamboanga*—is quite unsound and dangerous to the morals of the American people. Yet I laughed at it heartily, and I was not aware until I had a few minutes to reflect outside the theatre that it was basically a bad picture. And it was bad, not by and for itself, but because it is typical of the so-called "comedy drama" movie fare that our people, young and old alike, feed on week after week.

Basically, what is wrong with the picture is that it is dishonest—dishonest in basic concept, dishonest in characterization, and dishonest in incident. And I contend that if our moral life breaks down at the point of honesty, the breakdown could not come at a more crucial point.

Now when I speak of honesty, I mean more than money honesty. No one filches from anyone else in the story, and no unsavory characters are abroad trying to collect an ill-gotten dollar. If they were, they would undoubtedly be caught and brought to justice.

No, the culprits in this story are the author, who tells a tale only faintly related

to human experience as we commonly know it, and the characters, nearly all of whom live lies in the medium of polite society, and are handsomely rewarded for their pains.

The hero makes love to his hospital nurse strictly in order to get better service; presumably a "right guy", he forgets this lady completely—while she is expecting a proposal from him—when he meets Miss Stanwyck. The heroine lives a lie from beginning to end, making suckers out of the public, her employer, the hero, and another chap who is simple enough to think that she is going to marry him; and when at the end of the story she is completely exposed as a fraud, she emerges with a raise in pay from her employer, an offer of marriage from the hero, and the apparent commendation of everybody.

But she doesn't achieve this blessed state by mending her raffish ways. As a matter of fact her greatest stroke, that of securing a raise in pay instead of being fired at the close of the story, comes as the result of a hoax perpetrated by a fellow-connaver. No, as nearly as I could learn, the heroine escapes retribution for her duplicity (1) because she is good-looking and well-dressed, (2) because she has apparently been

reared in polite society and is probably kind to animals, (3) because she is cleverer than anyone else in the story. Of the major characters in the play, the only really honest one is a chap who is presumably engaged to Miss Stanwyck, and who is portrayed as an obnoxious dupe.

Oh, yes, everyone has a lot of fun, and if the story were played strictly as farce, it might be excusable. But we are supposed to take Miss Stanwyck and the story seriously, and I contend that a tale in which charming people lie and cheat and get rewarded, and honest people are made to appear stupid, is more damaging to juvenile morals than leg-art or gun-popping. "Be clever and glamorous, and the good things of life will be yours," says *Christmas in Connecticut*, and there are plenty of our kids who are happy to receive this sort of gospel.

So when we talk about some of the herculean jobs confronting public education, let's not overlook this one: to attempt to raise the tastes of our motion-picture audiences to the point where pictures which subtly or openly violate our basic moral concepts cannot be shown successfully. Bad morals are bad art, and both are the concern of the schools.



## Senior Hostel Trip

By MILDRED SCHMIDT

Before the war, senior classes at University School (Columbus, Ohio) planned and took a week's educational trip in the spring to some destination selected by the class. This year the seniors were eager to revive the tradition, but investigation of the transportation and hotel situation convinced them that the old kind of trip was not feasible.

They then turned their attention to the possibilities of a hostel trip. They discovered that youth hostels were numerous in southern Michigan and worked out a trip which was a happy combination. Going by train from Columbus to Toledo, they bicycled from there to Ann Arbor and Detroit, spending two nights at each of three

hostels, one near Toledo, one near Ann Arbor, and one near Detroit. This gave them an opportunity to spend some time in the cities, as well as to see the country between them in leisurely fashion.

Meanwhile the members of the class who were not hardy enough for the bicycle trip explored the city of Columbus, learning much about their home town which they had not known before, such as the operation of a state legislature committee hearing, the state legislature in session, the state Supreme Court, the completed slum clearance projects in different parts of the city, and the censorship of films.

# ALL of Our Senior Girls Must Take HOME-MAKING

By  
LINDLEY J. STILES

MANY EDUCATORS have long advocated that home economics be made a required part of the general-education program for all senior high-school girls. It is argued that if the school is to prepare girls to meet life's problems and responsibilities, it should introduce them to the most important task they will ever undertake—that of home-making.

The type of home-making education these people recommend for high-school girls differs considerably from the typical home-economics course which we are accustomed to find in high schools. Our recognition of the fact that the job of the home-maker is much broader than sewing and cooking—important as they are—has led us to believe that home-making education should include study in such areas as nutrition, child care, home nursing and health.

In making curriculum adjustments in keeping with the demands of fighting a major world war the faculty of the Boulder Senior High School was not content to add or revise a few courses in mathematics, science, aeronautics and physical education

to further the war-time education of boys without giving attention to adjustments in the educational program offered to girls. It was reasoned that modern war affects a total society; and consequently, girls as well as boys must be prepared for service during the war and life in the post-war period.

One of the important steps taken in providing such preparation for girls was the adding of a one-semester course called Home Making Science, required for all girls during their senior year in high school. This course has been taught for the past three years. During the past two years of this time no girl was permitted to be graduated from high school without having taken it.

The course in home-making included a combination of studies vital to the war period and also essential to the education of girls for the role of wife and mother. It included four basic units of study, each covering one-fourth of the semester's work. They are: Nutrition, First Aid, Home Nursing and Child Care. Inasmuch as complete cooperation was secured from local American Red Cross authorities, girls who passed standard examinations in the units on nutrition, home nursing and first aid were issued Red Cross Certificates in these fields. The American Red Cross does not issue a certificate in child care, but this unit is considered one of the more important of the four.

The classes in home-making were taught by the head of the home-economics department, who was also certified by the American Red Cross as an instructor in first aid and nutrition. She also taught the unit on child care. A registered nurse from one of

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EDITOR'S NOTE: *For the past two school years, no senior girl could be graduated from Boulder, Colo., Senior High School without taking the four-unit, one-semester course in home-making which is explained here. While the course was a wartime addition to the curriculum, it is being continued in peacetime. Dr. Stiles was principal of the school until the fall of 1945, when he left to become associate professor of education in the College of William and Mary, Williamsburg, Va.*

the local hospitals gave the instruction in home nursing. This service has been provided by the local chapter of the American Red Cross, which selected the nurse and reimbursed her for teaching high-school classes.

After three years' experience in requiring this course for senior girls, the faculty is enthusiastic in its support and many consider it one of the best courses in the entire high-school curriculum. At first a few girls who would normally refuse to elect courses

in the home-economics department because of a feeling that such courses are not academically respectable, objected to the requirement. But both students and parents have now accepted this course as a worthwhile contribution to the general education of girls, and give it their wholehearted support.

While the course was planned primarily to meet wartime needs, it is being retained as a permanent part of the school's general-education program for girls.

## ♦

# FINDINGS

## ♦

**DIET:** Large proportions of West Virginia pupils have dangerously faulty diets, says Gertrude Humphreys in *West Virginia School Journal*. A recent survey of 1,200 pupils in grades 5 through 10 showed that 25 per cent had swollen, spongy gums, indicating a lack of sufficient ascorbic-acid rich foods such as tomatoes, raw salad greens, citrus fruits. One of every 5 children was 10 per cent or more below average weight for his age. About 57 per cent of the pupils ate no green or yellow vegetables, and 66 per cent drank less than the recommended 3 glasses of milk a day. Only 10 per cent of the pupils ate adequate breakfasts including fruit, milk and cereal—while 14 per cent ate no breakfast. Lunches—except in schools that served hot lunches—were inadequate. Some 95 per cent of the pupils' packed lunches were poorly planned. In one school surveyed a large number of the children depend entirely on soft drinks and 5-cent cakes for lunch.

**NEW TEACHERS:** In 1943, 8,595 college students qualified for teaching certificates in 11 North Central states, says Ray C. Maul in *North Central Association Quarterly*; but in 1945 only 4,854 students qualified for certificates in those states. The

decrease in 2 years was 43.5 per cent. The 1944-45 reports from 9 states showed that 13.7 per cent of high-school teachers held only emergency certificates. And apparently the supply of applicants for emergency certificates is about exhausted. "Teachers left the profession," says Mr. Maul, "and potential teachers did not enter the profession, because other occupations offered greater financial rewards."

**SOCIAL STUDIES:** Social-studies topics that were receiving increased emphasis in secondary schools in 1945 are reported by Dorothy Merideth in *Social Education*, based upon replies from 29 state departments of education and 22 city school systems. Following are the topics and the numbers of states and cities that gave them new emphasis in 1945:

Topic	States	Cities
Global or Air-Age Geography	25	20
Latin America	26	16
International Affairs	20	15
Social and Economic Planning	20	14
The Pacific	18	15
The Far East	17	16
Community Study	17	12
Russia	14	16
Intercultural Relations	14	9

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**EDITOR'S NOTE:** Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

**LIBRARIES:** About half of U.S. citizens (45%) are unaware that they themselves are supporting their public libraries through taxes they pay. And about two-thirds (63%) do not know whether these taxes provide sufficient funds for adequate library service. So implies the National Opinion Research Center, University of Denver, after a survey made in 17 large cities for the American Library Association and the libraries of the 17 cities.



# WE ENCOURAGE

*A survey and a program  
at Dowling Junior High*

# HOBBIES

By A. L. MORGAN

SCHOOLS CAN DO much to create interest in hobbies among pupils. A survey was recently conducted in Dowling Junior High School, Beaumont, Texas, to discover the extent and nature of hobbies among the more than 650 pupils enrolled in this school.

A mimeographed hobby questionnaire was distributed to the pupils during a home-room period. The first question was, "Do you have a hobby?" If the respondent checked "yes", he was asked to read carefully the list of twenty-one hobbies named and to check the appropriate item. If he did not find his hobby listed, he was asked to write its name in space provided for this purpose. The list included these: Securing autographs, collecting stamps, collecting rare coins, soap sculpture, knitting, crocheting, reading, clay and wax modeling, drawing and sketching, embroidering, collecting pictures of motion picture and radio stars, writing poetry, raising and caring for pets, making airplane models, making scrapbooks, archery, hiking, cooking, gardening, performing magic, and solving puzzles.

*Seventh-grade hobbies.* Of the 136 boys

enrolled in the seventh grade, 121 had hobbies, the seven top favorites, in the order named, being: Raising and caring for pets, sports (football, baseball, swimming), making airplane models, drawing and sketching, hunting and fishing, hiking, with camping and stamp collecting tied for seventh place. Other hobbies named by the boys included tanning and selling hides, studying stars and planets, collecting bird feathers, collecting match holders, and horseback riding.

Ninety-five of the 117 seventh-grade girls revealed that they had hobbies. The seven favorites here were collecting pictures of motion picture and radio stars, reading, music, dancing, horsemanship, sketching and drawing, and cooking. As in the case of the boys, the girls named several other hobbies than those listed.

*Eighth-grade hobbies.* To the question, "Do you have a hobby?" 114 boys answered in the affirmative, and 18 in the negative. The seven most favored hobbies were these, in the order given: Making airplane models, raising and caring for pets, sports, drawing and sketching, collecting stamps, hiking, and collecting rare coins.

Of the 103 eighth-grade girls who filled out the questionnaire, 97 said they had hobbies. Ranked in their order the seven leading hobbies of these girls were: Collecting pictures of motion picture and radio stars, reading, music, drawing and sketching, raising and caring for pets, stamp collecting, and sports.

*Ninth-grade hobbies.* Sixty-seven of the 86 boys were found to be hobbyists. The seven high hobbies in the order given: Making airplane models, raising and caring for pets,

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EDITOR'S NOTE: In Dowling Junior High School, the per cent of ninth-grade pupils who had no hobbies was almost twice as high as that of seventh-grade pupils. We wonder whether this is just an unusual circumstance, or whether a survey in senior-high-school grades would show a further decline in hobbies. Dr. Morgan is principal of Dowling Junior High School, Beaumont, Tex.

reading, music, camping, hiking, and securing autographs.

Of the girls, 76 out of 84 had hobbies, the seven top favorites being collecting pictures of motion picture and radio stars, reading, music, collecting stamps, securing autographs, drawing and sketching, and embroidering.

*Stimulating interest in hobbies.* At staff meetings before and after the administering of the questionnaire, the value of hobbies was discussed. It was pointed out that hobbies have a distinct value in that they afford valuable "clues" to possible vocational choices. As stated by one writer, "Hobbies represent 'drives' which may be converted into lifelong satisfying vocational activities."<sup>1</sup> Teachers were also reminded that pupils of junior-high-school age are fond of exhibiting their activities.

A number of interesting homeroom programs have since been conducted, during which many pupils exhibited autographs, rare coins, stamps, pictures, and many other collections. During other meetings, pupils told how they had become interested in a particular hobby, and pointed out the benefits to be derived from pursuing a hobby—mental, physical, social, vocational, and financial. Other pupils discussed the origin, history, and growth of hobbies. Still others cited the names of famous world characters who had hobbies. Probably the most famous at present are Franklin D. Roosevelt, who collected stamps, Winston Churchill, whose hobby is landscape painting, and President Truman, who plays classical piano music.

This school now plans to sponsor a hobby program to be given at a parent-teacher meeting. It will be similar to one held a few years ago, when exhibits of pupils' hobbies were placed on display in various

classrooms. Following a general assembly, where a talk was heard emphasizing the value of hobbies, the visitors were conducted through the rooms containing the exhibits. Pupil guides took great delight in showing the visitors around and explaining each exhibit to them. Interest in hobbies reached a new high among the pupils.

Teachers and parents working cooperatively can do much to stimulate interest in hobbies on the part of young people. Teachers should encourage their students to choose a hobby and aid them in furthering their interest in it. Sometimes only an initial spark is needed to get a boy or girl started, perhaps a discussion with him, or suggesting books and magazines containing helpful material on hobbies.

Such books as *Everyboy's Book of Hobbies* by C. H. Bullivant, *Big Book of Boys' Hobbies* by A. N. Hall, *Hobbies for Girls* by Mabel Kitty, and *Money Making Hobbies* by A. F. Collins will open up worlds of suggestions to pupils about pleasurable and profitable hobbies. *Hobby Magazine* and *Popular Mechanics* contain much that will stimulate hobby interests.

Many parents try to assist their children with school assignments. This often proves disappointing, since father and mother probably have forgotten their history and algebra. Then too, methods of teaching change. Children explain to parents that their way is not the way the teacher wants it done. But parents can do much to encourage their children to choose a hobby, such as stamp collecting, photography, collecting rare coins, and the like, and parents can help their youngsters obtain chemistry sets, unusual coins, stamps, materials for constructing airplane models, etc. By so doing parents can recapture that state of mind known as "youthful enthusiasm" and go a long way in deepening companionship between themselves and their children.

<sup>1</sup> Patterson, D. G. and Others, *Student Guidance Techniques*, McGraw-Hill Book Company, 1938, p. 285.

# SCHOOL NEWS DIGEST

Edited by THE STAFF

**INFLATION:** The battle against inflation must be fought on every front during the next few months, state Willard E. Givens, executive secretary, and F. L. Schlagle, president, of the National Education Association, in the *NEA Leaders Letter*. "Inflation," they continue, "can wipe out in a short time the teachers' salary gains of a quarter century. It can make the cost of badly needed new school plants prohibitive. It can greatly increase the cost of school supplies. It can so upset the economy of the country as to cause mass unemployment and depression."

Four things that we school people can do now are suggested in the *Leaders Letter*:

1. Write our Senators and Representatives in Congress. Urge them to give strong support to price control and OPA. Urge them to renew now the Price Control Act, without crippling amendments, for one year after June 30, 1946.

2. Make sure that we ourselves, older pupils, and other residents of our communities appreciate the danger of inflation and the importance of price control.

3. Volunteer as members or assistants of our Price Control Boards, serve on price panels, information panels, or elsewhere.

4. Organize local and statewide anti-inflation conferences to help citizens better to understand what they can do to make price control work.

**PRICE CONTROL:** "Warning: Assorted vultures who are preying on the vitals of their country in time of common distress by selling above prices set by this price chart shall be exposed to public view." So states this country's first price regulation chart, issued by the Continental Congress in 1776. The chart, reproduced in *PM*, listed price ceilings set by Congress on such commodities as coffee, pepper, and sugar. "Price control," says *PM*, "is as American in tradition as George Washington and the Continental Congress."

**PEACE EXHIBIT:** An extensive exhibit on world peace, the work of many departments of Stuyvesant High School, New York City, under the supervision of Samuel Steinberg, chairman of the social studies department, recently was set up in the main hall of the school, states *New York Teacher News*. There were cartoons, posters, pamphlet displays, charts, and groups of photos. The prominently displayed theme of the exhibit was a quotation from Franklin

D. Roosevelt: "Peace must be affirmatively reached for. It cannot just be wished for. It cannot just be waited for." A display of flags of the United Nations dominated the exhibit. Social studies and English classes were scheduled to visit the exhibit in class units, and to follow up with discussions, written reports, and projects.

**STUDENT GOVERNMENT:** Detailed suggestions for making student government work are offered in *Your School and Its Government*, by Earl C. Kelley and Roland C. Faunce, published by the National Self Government Committee, 80 Broadway, New York 5, N.Y. The pamphlet, which is 10 cents a copy, is based in part upon a nationwide survey of student-government practices in the schools, made by the Committee.

**SHORTAGE:** There's going to be a shortage of teachers for the next 5 or 10 years, according to a prediction of Lewis Ward Williams, secretary of the Committee on the Appointment of Teachers, University of Illinois, reported in *School and Society*. Dr. Williams bases his prediction on the following probabilities:

1. About two-thirds of the teachers who left the classroom for some type of war work will not return.

2. The shortage of teachers which has been increasing for the past 3 years cannot soon be overcome.

3. The number of candidates in training for teaching during the past 3 years has been far below pre-war levels.

4. From 4 to 5 years are required for teacher training.

**GI OPINIONS:** We hate to tell you the results of a cross-section poll of 1,700 American troops stationed in Germany, as reported in the *New York Times*: Some 19% of the American soldiers polled believed the Germans had some justification for starting the war, and 11% were undecided. About 51% thought that Hitler did Germany a lot of good before 1939. And 22% believed that the Germans under Hitler had "good reasons" for persecuting the Jews, while 10% were undecided. Comments *New York Teacher News*: "The heroic efforts of the administrators of the Army Orientation and Morale Program to educate our men too often were snubbed by reactionary army officers."

(Continued on page 448)



# Teacher's Part in Education for World Organization

WITH THE successful conclusion of the London Conference to Effect the Educational, Scientific, and Cultural Organization of the UNO, educators now have their own "baby" in the family of nations. True, no Russian delegates attended the conference, but a place has been left open for the Soviet Union, and it is to be hoped that as in the parent body, Russians will soon take their places with the other "intellectuals" who will compose the new agency.

We have now been brought up against the question: "What is to be the teachers' role in the quest for world peace?"

For all practical purposes, our work begins in the classroom. But we will be mistaken if we assume that we have discharged our responsibilities as soon as we have explained to our pupils the nature of the United Nations Organization and its subsidiary bodies. Such teaching is mere "window dressing". It is non-functional, and alas, akin to the kind of "civics" which in too many schools passes for citizenship training.

Successful education on the international front demands of the teacher an awareness that there is a relationship between the problems which beset us on the domestic front and those which face the architects of a peaceful world order. The various nations' diplomats will be lost and helpless unless they are supported by an enlightened, socially conscious citizenry.

Education for citizenship in the world community is properly the job of every teacher in the world right now. If international affairs cannot any longer be separated

from domestic issues, to what insistent forces should teachers now turn their attention? The following are among those which should be considered:

1. *Industrial strife.* If we are to assume a position of moral leadership in the world, we need to put our own house in order by achieving a maximum production and distribution of goods, upon which the social and economic welfare of the American people depends. Nor does this mean cracking down on organized labor. Workers first organized in this country to obtain those material necessities without which life for them would have been impossible. Organized labor is here to stay, and intelligent, objective teachers will recognize that fact and the further fact that white-collar workers have something in common with the workers in overalls.

2. *Racial and religious minorities.* The Constitution of the United States supposedly gave equal rights to all without regard to race, creed, or color. It is time that the Constitution be enforced, and that teachers within and without the classroom work to facilitate its enforcement.

3. *Relations with Russia.* We had our revolution in 1776. The Russians had theirs in 1917. The people of the two nations have much in common. The Russian plan is built on the principle of economic democracy. Ours is the plan of political democracy. Each nation could gain by studying the nature of the political economy of the other. Let's start studying before it is too late and the world goes up in smoke.

4. *What about China?* China is the key to



our influence in Asia. At last, American policy seems to be directed toward getting together the two sides in China. It is about time. Neither side in China has the final answer, and they both have something worth listening to. Let's listen.

5. *Rights for the colonial peoples of the world.* We were "the colonies" at one time. We didn't like it. Dark skinned people don't like it either. You can tell the difference between freedom and slavery without having a white skin. Let's remember that, and let's take a stand on all issues of imperialism. And in the meantime, let's urge our own government to "keep its skirts clean".

6. *Relations with fascist powers.* We should have learned by this time, after the most disastrous war of the centuries, that nations, like individuals, get burned when they play with fire. Fascist governments start fires in their own countries, and then try to spread them to the whole world. Let's stamp out dangerous fires everywhere, now.

7. *A federal world government.* Too many "do gooders" are satisfied with

nothing less than perfection. With the birth of atomic warfare, they wanted to junk the UNO and replace it with a super-state. When people distrust one another, they begin to fight. As teachers, our function is to remove the source of distrust. Any world organization will collapse like a house of cards if it is not supported in a spirit of mutual trust. Let's try to make the UNO succeed, while we work for something better.

8. *Democracy at home.* The teacher's professional home is his school. Are we working to promote democracy in administration, in relations with our colleagues, and within the classroom? If we are, we can afford to discuss the first seven of these points. If we aren't, we might as well forget the whole business.

Yes, the teacher's role in education for world organization begins within the walls of his school!

WILLIAM H. FISHER

Ethical Culture High School  
New York, N.Y.

## Values in General Language

In guiding students to make the wisest educational choices, we, as educators, cannot burst into a wide-eyed class, wave choice-of-curriculum cards at them, explain the items briefly, order the cards signed by the parents, and place the forms in neat piles for the various courses offered.

If a student must make this important educational choice, he should know not only what the school offers, but also his own interests and abilities. Before he enrolls in a three-or-four-year specialized course, he should have the chance to explore the core subjects to be offered in such a curriculum.

We have long heard of general mathematics and general science, and for the past few years we have been hearing more and more about general-language courses. These courses are designed primarily to

help the student discover his ability and interest in languages. In addition, the student gets a survey, not only of foreign languages, but also gathers significant ideas about the history of words, their derivations, the changes prefixes and suffixes make, the effect of history on language, how language lives and grows and borrows, the use of the dictionary, and correctness in the use of words and the formation of sentences. . . .

After exploring these linguistic avenues, some students are able to discover whether they have the ability to attempt a foreign-language curriculum; all, and among them some not so talented, tend to gain a sympathy and understanding for foreign ways and a feeling of world unity.—VIOLA M. HORRIGAN in *The Massachusetts Teacher*.

# SCHOOL LAW REVIEW

## Patriotism and Compulsion

By DANIEL R. HODGDON

A board of education required pupils in a public school to recite a pledge of allegiance to the flag, under a penalty of expulsion which would give the board a right to take action against the pupil and his parents for unlawful absence. In other words, the rule made it possible to expel a pupil, then prosecute him and his parents for absence.

Objections to the salute have been raised by Parent-Teachers Associations, the Boy Scouts and Girl Scouts, the Red Cross, and the Federation of Women's Clubs, on the grounds that it is too much like the Hitler salute. Some modification was made for the benefit of these organizations, but no concession was offered to Jehovah's Witnesses. Members of Jehovah's Witnesses offered to give the following salute:

"I have pledged my unqualified allegiance and devotion to Jehovah, the Almighty God, and to His Kingdom, for which Jesus commands all Christians to pray.

"I respect the flag of the United States and acknowledge it as a symbol of freedom and justice to all.

"I pledge allegiance and obedience to all the laws of the United States that are consistent with God's laws, as set forth in the Bible."

In this case the board expelled children from school and threatened to send them to reformatories maintained for criminally inclined juveniles, while the parents were threatened with prosecution.

The United States Supreme Court held that the freedom asked for by these children does not bring them into collision with rights asserted by others. The refusal of a person to participate in the flag salute ceremony does not interfere with or deny rights of others to do so. The children's behavior is peaceful and orderly. The sole conflict is between authority and the right of an individual. A person gets from a symbol such as a flag the meaning he puts into it. "One man's comfort and inspiration is another's jest and scorn."

The display of the red flag as a symbol of opposition by peaceful and legal means to organized government is protected by the free-speech guarantees of the Constitution. The compulsory flag salute and pledge require affirmation of a belief and an attitude of mind! Suppressing expression of an opinion is tolerated by our Constitution only when

there is danger to the State which it is empowered to prevent and punish. To sustain the compulsory flag salute would be to say that the Bill of Rights, which guards the individual's right to speak his own mind, leaves it open to public authorities to compel a person to utter what is not on his mind.

Free public education, if faithful to the ideal of secular instruction and political neutrality, will not be partisan or enemy of any class, creed, party, or faction. The Fourteenth Amendment protects the citizens against the State itself and all its creatures. Boards of education are no exception.

The highest court of our land said, "The very purpose of the Bill of Rights was to withdraw certain subjects from the vicissitudes of political controversy, to place them beyond the reach of majorities and officials and to establish them as legal principles to be applied by the court. One's right to life, liberty, property, to free speech, a free press, freedom of worship and assembly, and other fundamental rights may not be submitted to vote; they depend on the outcome of no elections."

The Jehovah's Witnesses, without any desire to show disrespect for either the flag or country, interpret the Bible as commanding them, at the risk of God's displeasure, not to go through the form of a pledge of allegiance to any flag. No ordered society can leave to individuals an absolute right to make final decisions about everything they will or will not do. Religious faiths honestly held do not free individuals from responsibility to obey the laws which are necessary to protect society.

But we cannot compel little children to participate in a ceremony which ends in nothing but fear and their spiritual condemnation. Patriotism cannot be enforced by a flag salute. The requirement to compel Jehovah's witnesses to salute the flag transcends constitutional limitations and invades the sphere of intellect and spirit, which it is the purpose of the First and Fourteenth Amendments of the Constitution to preserve from all official control.

See *West Virginia State Board of Education et al. v. Walter Barnette et al.* 319 U.S. 624, 87 L.ed. (Adv. 1171), 63 S. Ct. 1178.

### Some Matters of Salary

A board of education has the power to fix a salary schedule within the amounts provided by statute.

It may determine what credit, within reason, shall be given for outside experience.

Whether credit shall be given for one kind of experience and not another kind is a matter for the board to determine. A board of education acting in good faith, unless restricted by law, has a right to reduce salaries, although a reduction in salary cannot be made after the beginning of the school year.

Boards of education have no power to discriminate against any teacher in making salary classifications.

Boards of education, after adopting a policy and, without fraud, error or mistake, rating a teacher under that policy, may change its policy governing new entrants, but it has no power to review that teacher's case years later and re-rate that teacher prospectively on the theory that the original rating was too high.

See *Aebli v. Board of Education*, 145 P (2d) 601.

### *Tenure Is a Legislative Status Only*

The tenure of a teacher in the public schools invests him with a mere legislative status, subject to legislative alteration and amendment. Tenure does not give rise to an irrevocable legislative contract in New Jersey and in many states of this country. Indiana is an exception. In Indiana the tenure statute provides for continuing contract or indefinite contracts after a probationary period. West Virginia has continuing contracts.

Tenure laws should never be written to create a legislative status if the teachers wish to protect their rights to be permanent teachers. The law should provide for a contractual relationship, not a legislative status. In New Jersey and many other states the statute providing for contracts between teachers and the board of education is mere regulation of the board of education's conduct, and does not establish continuing contracts of indefinite duration with individual teachers.

Lack of foresight on the part of teachers' organizations in most states has brought about a situation where tenure remains largely a political whim. Any legislature, as in Wisconsin, may abolish it at will, and all teachers having tenure would then be placed on a basis of employment at the will of a board of education. In other words, the teacher of a state could lose all claims to tenure if a hostile legislature wished to repeal the tenure laws. Tenure laws should provide for indefinite or permanent contracts.

*Offhouse v. State Board of Education*, 36 A(2d) 884, 131 N.J.L. 397.

### *Marriage Muddle*

This case concerns the right of a board of education to dismiss a teacher on tenure because she married. The board of education had made no rule providing for suspension of married teachers. It is doubtful whether such a rule could be legally enforced anyway, since the prohibition would tend to prevent marriage and thus be against public policy.

The court held that a teacher could not be dismissed because of marriage, but that if she became pregnant, she could then be considered incompetent to perform her duties. The court further held that to be married cannot be called "persistent negligence" (only becoming pregnant is "negligence"!).

"It can hardly be conceived," said the court, "that the legislature left such important and much discussed matters as suspension or dismissal of married female teachers to the discretion of each school board. To give boards that power would amount to judicial legislation. . . . Nor does marriage bear any direct relation to a teacher's fitness or capacity to do her work capably."

Why should female teachers be dismissed or suspended for getting married? They are human like all other women. It is not immoral or improper to enter into a relationship which is encouraged and protected by public policy.

See *Goff v. School District of Borough of Shenandoah et al*, 154 Pa. Super 239, 35 A (2d) 900.

### *Student Librarians' League*

A city-wide student "Library League" has helped to keep interest high for the past two years among student assistants in Roanoke's junior and senior high-school libraries.

The purposes of this organization are:

1. To develop more interest among the students in selecting library work as a profession.
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At an organization meeting of the school librarians and the representatives of the library clubs it was decided to have a central council as a governing body, composed of the president and one representative from each club. With five schools represented, this council of ten members functioned for the larger group of approximately one hundred student library assistants. The officers of the organization were elected from the members of the council by vote of the council members.—MARGUERITE CARDER in *Virginia Journal of Education*.

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## BOOK REVIEWS



JOHN CARR DUFF and EARL R. GABLER, *Review Editors*

*Fact and Opinion*, edited by WILLIAM R. WOOD, JOHN D. HUSBAND, and FRANCIS L. BACON. Boston: D. C. Heath & Co., 1945. 692 pages, \$2.20.

In an attempt to get away from the old-line prose non-fiction textbooks, the editors have presented a book which covers a wide area very well. The accent of the volume is on the modern items of the non-fiction field. It starts with such short pieces as editorials and book reviews and ends with a full-length autobiography. The majority of the selections have seldom, if ever, appeared in a book of this type.

The purpose of *Fact and Opinion* is: "An adequate non-fiction prose collection should . . . stimulate careful examination of values and their application; . . . stimulate an active . . . continuing interest in problems . . . which the pupil can recognize as being significant . . . ; and . . . create the desire to extend understanding of these problems through wider reading. . ."

To fulfill their purpose the editors have included

such items as the *New York Times* editorial, "The Bill of Rights"; a digest of William Knudsen's *If I Were 21*; Lincoln Steffens' *Youth and Plenty*; *On Discovering America*, by Pearl Buck; the autobiography of Otto Eisenschemel, a Viennese chemist; and many other articles by well known authors. The editors also have prepared excellent study guides and bibliographies which fulfill the last of the three objectives.

If the English teacher is looking for a textbook which veers away from the old essay-type collection of prose non-fiction, this new volume should be among the first on the list.—NICHOLAS GROSSO, Junior High School No. 2, Trenton, N.J.

*Teaching Through Radio*, by WILLIAM B. LEVENSON. New York: Farrar & Rinehart, Inc., 1945. 8 + 474 pages, \$3.

Keith Tyler introduces the author of this text: Dr. Levenson is the man who directs radio activities in the Cleveland schools. Cleveland, as most people know, has over a period of years pioneered in broad-

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casts to classrooms and has in many other ways "fitted modern communication developments into normal school procedures".

Your reviewer has the usual reaction against mechanized education and was on guard against Dr. Levenson and everybody else who would have a robot teacher at a microphone teach robot pupils at widely dispersed loudspeakers. But Levenson, one quickly discovered, is quicker than most of us to see the limitations of mechanized instruction, and what he has to say in every part of this text is designed to inform the reader concerning these limitations quite as much as it is to present the positive side of the picture.

The central theme of the book is the use of such equipment as is found in the Cleveland schools—broadcasting studio, radio workshop, and reception apparatus. For most public-school teachers and administrators these chapters will be somewhat academic, however interesting, for there are few school districts that have such equipment for school broadcasts. And only Cleveland has Dr. Levenson.

But the chapters of the book that deal with the fundamental values of auditory aids, the use of the commercial programs, the use of recordings, and the possibilities of new types of equipment soon to be available—these chapters are of more general interest and are remarkably lucid. The author is an educator, not a special pleader for

radio, and he writes with a fine sense of what teachers and supervisors must know if they are to employ radio effectively as one of the media for instruction. The book is well-made, well-documented, well-organized. It rates at least three and a half stars.

J.C.D.

*The Continuing Battle for the Control of the Mind of Youth*, by PORTER SARGENT. Boston, Mass.: Published by the Author, 1945. 160 pages, \$1.50.

In the title of this reprint of the introductory sections of the 29th edition of *Handbook for Private Schools*, Sargent has epitomized the root symptom of an inevitable social disease, the impatience of the reformer and the tyranny of the established in exploiting, distorting, and stultifying the potentialities of the young. He says that "education, indoctrinating, shaping the minds of youth, constitutes the second line of defense of those in control whose purpose is to stabilize and preserve what is." (From his use of the singular verb form, we judge that he considers his subject nouns synonymous.)

Nevertheless, his statement holds almost if not quite as true for those who would change "what is". In a society such as we might desire, we would perhaps be content to let youth grow through making choices to a maturity of self-discipline, for in that

## Diagnostic & Remedial Teaching in Secondary Schools

By GLENN M. BLAIR

*Assistant Professor of Educational Psychology,  
University of Illinois*

This is the first book on diagnostic and remedial methods to be written specifically for workers in the secondary-school field. It offers concrete, practical procedures for dealing with pupils who have difficulties in reading, arithmetic, spelling, handwriting, and English usage, and for carrying out remedial programs. All material and methods presented are the result of the author's seven years of experience in teaching courses in remedial methods for secondary-school teachers, and of his extensive clinical study of pupils with special difficulties who have been brought to the educational clinic at the University of Illinois. *To be published February 26th* \$3.00 (probable)

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world children would be burdened by a minimum of socially inherited foolishness. But in the actual world, we too must fight, must establish our own myths, loyalties, codes, and stereotypes and foist them on the young to save them from those patterns of responsibility and prestige-winning that we honestly believe to be stupid or maleficent.

So in practice it is a real battle wherever there is not surrender. And it is against those who surrender, those who are inert, and those who are charlatans that Porter Sargent rallies the arguments of the enlightened.

Schools, even though staffed by enlightened teachers and maintained by enlightened trustees or school boards, could scarcely develop an educational institution that would satisfy his scientific ethical ideals. Formal education in a permissive society must satisfy parents and taxpayers. Only in relatively non-controversial fields—speech, mathematics, hygiene—can teachers comfortably acquaint pupils with facts or opinions not already believed by parents and other adults.

Once Sargent comes close to facing the enigma. Anent the English Education Act of 1944, he quotes Compton, a British educator, "Unless there is a social revolution the Act will not work." (p. 52) In large degree, the school that would satisfy Sargent would be tolerated anywhere only as a phase of social revolution. When adults, themselves faced

with events and hypotheses for ordering events, actually engage in social action they may tolerate adventure and individual growth among children and youth. When they avoid events or are bewildered by misleading report and argument, they tolerate little except stereotypes in the school.

There is less of ridicule in this booklet than in many of its predecessors. Sargent in somewhat sombre mood is more convincing than when playing "Puck". *The Continuing Battle* solves no problems but it does aid the reader to understand what forces he must outwit and among what ones he may find support if he would aid youth to create selves competent to act understandingly in the impending world.

P.W.L.C.

*Learning to Use Advertising*, by F. T. WILHELMS and others, 107 pages. *Time on Your Hands*, by WILLIAM VAN TIL and others, 122 pages. *Using Standards and Labels*, by F. T. WILHELMS and others, 128 pages. Washington: National Association of Secondary-School Principals, 1945, 25 cents each.

Numbers 2, 3, and 6 of the "Consumer Education Series" of units for high-school students, prepared by the staff of the Consumer Education Study under the direction of Thomas H. Briggs, are now available. These teaching-learning units "are in-

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*Learning to Use Advertising and Standards and Labels* are obviously related to each other. The textual treatment in each is restrained but quite honest in the "better business bureau" sense. Beyond that, however, are projects that, paradoxically, are both sympathetic toward the advertiser's attention-getting and persuasive devices and also stimulate the student's discernment in dissociating them from the important statements of fact and prices;

the text states fairly and in excerpts the apology of producer-distributors for questioning grade and descriptive labelling, but the student can scarcely avoid the conclusion that the buyer has a right to the facts and a responsibility to his family and to the community for insisting on them.

The staff of the Consumers' Study and the National Better Business Bureau which finances the study have, by the publication of these two units, satisfactorily met the questions and hesitations that some educators may have had. It is, indeed, heartening to know that the responsible personnel of the Bureau thus encourage consumer awareness and discernment.

*Time on Your Hands*, dealing of course with the consumption of leisure-time opportunities, has a less delicate job to do. The developers of this unit know the social and biological urges that drive young people to behave and believe as they do. High-school boys and girls cannot fail to recognize themselves and their contemporaries among the "cast" which carries the action throughout the unit.

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The illustrations of the three units by Milli K. Wignall are arresting and enlightening.

P.W.L.C.

*Heritage of British Literature* (An Anthology), by E. A. CROSS and HELEN F. DARINGER. New York: Macmillan Co., 1945. 740 pages, \$2.60.

This addition to the well known "Literature: A Series of Anthologies" is very welcome indeed. The book, like the others, covers a wide field very well. It is easy for the reviewer or the teacher to find fault with the selections, but it is difficult to dispute them when one considers the purposes of the anthologists.

"The particular purpose of this book is to bring to the attention of the American students our great literary heritage from Britain; and its general purpose is to increase the students' appreciation of the best in literature and thus broaden his mind and enrich his culture."

This volume is not meant to be the "one and only" book on British literature. Rather it encourages further reading through its bibliographies after each section. Cross and Daringer have made selections in each section (The Short Story, The Novel, The Essay, Poetry, and The Drama) which provide the student with an introduction to the work of the authors in their respective fields. If further reading proves necessary, the teacher can guide the student to further reading in the field of literature in which he is interested.

Among the effective features of the book worth mentioning are: a prologue which defines what is meant by the "heritage of British literature", a map locating famous literature centers and scenes, discussion questions which are designed to fit in with other courses of study as well as literature, and a brief history of British literature.

In all, this volume is a worthy addition to the high-school classroom literature shelf.—NICHOLAS D. GROSSO, Junior High School No. 2, Trenton, N.J.

*Plane and Spherical Trigonometry*, by F. EUGENE SEYMOUR and PAUL JAMES SMITH.



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New York: Macmillan Co., 1945. 280 pages, \$1.80.

Modern developments in science emphasize the significance and importance of trigonometry. In high schools not only should the ordinary concepts of plane trigonometry be taught, but fundamental principles of spherical should be added. It would also be well to include elements of navigation. This book bids well to meet the changing demands that will be made upon trigonometry in the high-school curriculum.

Appealing to student interest, the book begins with a problem of measurement that is important to aviation. Units are clearly explained and well illustrated by numerous examples and figures. Many exercises, problems, and reviews make the book quite teachable. Individual differences are provided for by two sets of units, one graded for students with average and the other for students with above-average ability.

Supplementary materials in the appendix give an opportunity for additional work. Throughout the book problems dealing with air and marine navigation make the text appealing to the average high-school pupil.

With its emphasis on individual differences, its abundance of illustrative materials, problems, and exercises, this book merits consideration as a text for a course in trigonometry in the modern high

school.—FRANK M. PELTON, Rhode Island State College.

*Essential Vocational Mathematics*, by CLAUDE H. EWING and WALTER W. HART. Boston: D. C. Heath & Co., 1945. 266 pages, \$1.60.

In determining the material for this book, Ewing and Hart made a survey of the beginning mathematical needs of pupils in twenty-two vocational courses. Although the book does cover much of the essential mathematics which a vocational student may use when he enters the practical field of his vocation, it is the reviewer's opinion (after consultation with a number of experts in vocational education) that the content is entirely too difficult for a first-year course in vocations. To ask students in such a course to participate in the mathematical fields of geometry, algebra, and trigonometry as presented by the authors would be expecting too much.

*Essential Vocational Mathematics* has a wealth of material, enriched by actual vocational school shop jobs emphasizing the use of precision measuring tools and shop drawings. Such units as "Integers and Decimals", "Computing with Measures", "Perimeter-Area-Volume" and "Common Fractions" have definite first-year "math" value.

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*America's Role in World Affairs*, by EMIL LANGYEL. New York: Harper & Bros., 1946. 318 pages, \$1.60.

In this text for high-school pupils, the author attempts to furnish historical perspective in the light of which young people may form intelligent opinions concerning policies and programs, proposed or in effect, in which America may play important roles. It is made clear that for some roles America would be quite unfitted unless she broke drastically with the ideals or stereotypes that have so far characterized her. That some such breaks are inevitable because of scientific-technological developments that have minimized the importance of space and time and natural resources becomes obvious. That others are so interwoven with the American way of life that they cannot be greatly altered if America is to be American is also expounded.

The basic idea of the book is altogether praiseworthy. Unfortunately Langyel seems to the reviewer not very successful in writing for high-school pupils. Too often his allusions are mere names or events, which however illuminating to the erudite must be relatively meaningless to those not already well versed in the dramatic backgrounds of the

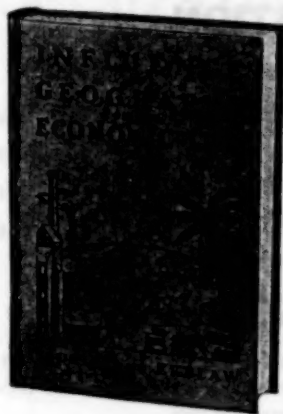
European and world-wide scene. Even when he does explain, he sometimes abstracts in a single paragraph a conception so revolutionary to most readers that considerable exemplification is needed. Nevertheless, as a supplementary reader, the very significance of the topic should assure it a wide acceptance. P.W.L.C.

*How to Get a Job and Win Promotion*, by C. A. PROSSER and W. F. SAHLIN. Bloomington, Ill.: McKnight & McKnight, 1945. 101 pages, 50 cents.

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*Criteria of Effective Teaching in Basic French Courses at the University of Wisconsin*, by F. D. CHEYDLEUR and ETHEL A. SCHENCK. Madison: University of Wisconsin, 1945. 61 pages.

This is a report of two related studies, 1915-35 and 1935-43, seeking to establish and justify criteria for judging the instructional efficiency of teachers of basic courses in French. The basic assumptions that mastery of subject matter as evidenced by departmental examinations is the measure of success and that all other desirable outcomes may be presumed to accompany such success result in proving the obvious. The quality of the students (intelligence, general scholastic standing, etc.) is far more important than size of class, skill in instruction, or any other variant in determining success.

Nevertheless, having equated the student loads in terms of quality, some conclusions reached are interesting: (1) By and large, teachers confining their efforts to undergraduates are more successful than those who teach both graduates and undergraduates, (2) American teachers are superior to foreign teachers, (3) The sex of the teacher is unimportant.

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**VETERANS:** *Data for State-wide Planning of Veterans' Education* is the title of a pamphlet issued by the U. S. Office of Education (Bulletin 1945, No. 4), prepared by E. V. Hollis, Specialist

in Higher Education. Part I contains an analysis, by state, of the age and schooling of army personnel; Part II, a background for interpreting state data.

**UNITED NATIONS:** Pamphlets released by United Nations Information Office (610 Fifth Ave., New York City 20) include *Toward a World of Plenty* (10 cents), *Japan's Record and World Security* (10 cents), and *United Nations on the Air: Texts of International Broadcast Series* (25 cents). Readers should remember that the material published by the Office makes no pretense of impartiality. With this caution, the bulletins can be used effectively by teachers and pupils in English, social studies, and school-activity programs.

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**NEIGHBORS:** The annual report of Minute Circle Friendly House of Kansas City, Mo., for 1945, entitled *Neighbors*, should interest all teachers concerned with human relations in school and community. The Circle's program, supported by the War Chest and Community Funds of Kansas City, consists chiefly of "clubs" for various ages from young children to adults. The membership of these clubs, determined by the interests and purposes of the groups, cut across economic, racial, national backgrounds, and other lines of demarcation. In addition to the clubs, there are classes and athletics, at the club house, and in summer play camps and many informal activities. This report should prove very stimulating and inspiring to community-interested teachers at all school levels.

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**EMPLOYMENT:** The Industrial Relations section of the Department of Economics and Social Institutions of Princeton University has published a selected, annotated bibliography on *Problems of Reemployment and Retraining of Manpower during the Transition from War to Peace* (1945, 50 cents). While it is primarily prepared for executives in industry, labor, and government, it should be of equally great value for school guidance officers and technical training teachers who recognize the importance of keeping up to date on experiences analogous to those they face.

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II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of Hasbrouck Heights, N.J.

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## SCHOOL NEWS DIGEST

(Continued from page 427)

**VETERAN PROGRAM:** A new educational program for veterans, war workers, and adults, is announced by Harold E. Chastain, District Superintendent of Schools, Auburn, Cal., in a letter to *THE CLEARING HOUSE*. Veterans may enter the program at any time of the year, receive tests, counseling, and guidance, and take any courses that fit their needs (from elementary-school refresher courses to upper-division college work). The classes, held on the campus of Placer College, in Auburn, are intended for those who do not want to return to a regular high school for high-school courses. Enrollees may attend classes as many hours in daytime or evening as their personal schedules permit, and receive credit toward a high-school diploma or junior college degree.

**HORACE MANN:** This year marks the 150th anniversary of the birth of Horace Mann, who fought ably and long for the foundation of the American system of free public schools. He was born in Franklin, Mass., on May 4, 1796.

**TEENTIMERS:** A plaque has been presented by the American Schools and Colleges Association to

"The Teentimers Club", radio program of the National Broadcasting Company. This award honors the show "in the best public interest" for the secondary-school age group. A plaque inscribed "for the promotion of racial and religious understanding" was recently awarded to Johnny Desmond, star of the show, for the appeals for tolerance which he had made as part of the program.

**FLIGHT:** Wisconsin has become the first state to enact a law authorizing high-school contracts for student flight instruction, states the *Bulletin of the National Association of Secondary-School Principals*. The program recommended is 4 hours of flight experience to supplement classroom aeronautics studies. The cost of flight instruction is to be paid by the school district.

**12th YEAR:** The 11-year public-education program of Maryland has been changed to a 12-year plan through legislation passed at the last meeting of the State Legislature and signed by the Governor. The new program provides for the 6-3-3 system of school levels.

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